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ABSTRACT

This directory contains project profiles and summaries of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services Secondary Education and Transition Initiative. Most of the information is based on a 1993 survey of project directors and project competition data. The compendium is divided into three sections: (1) the overview of project profiles, which contains a summary description of both current and expired competitions; (2) the summary of competition profiles which describes each competition, including its purpose, authority under which funded, eligible recipients, and number of grants awarded; and (3) the project profiles themselves, which are grouped by geographic region as defined by the six federal regional resource centers. Project profile information typically includes the following: project title, competition number, names of project director and other key personnel, address, telephone number, project purpose, expected outcomes, approach used to reach expected outcomes, current project consumers, project impact, project inservice and/or training activities, and project products. The appendices include copies of the "Project Characteristics Questionnaire" and the "Expired Project Characteristics Questionnaire." The indexes provide a guide to projects' key personnel, location, disabilities served, and project titles. (DB)

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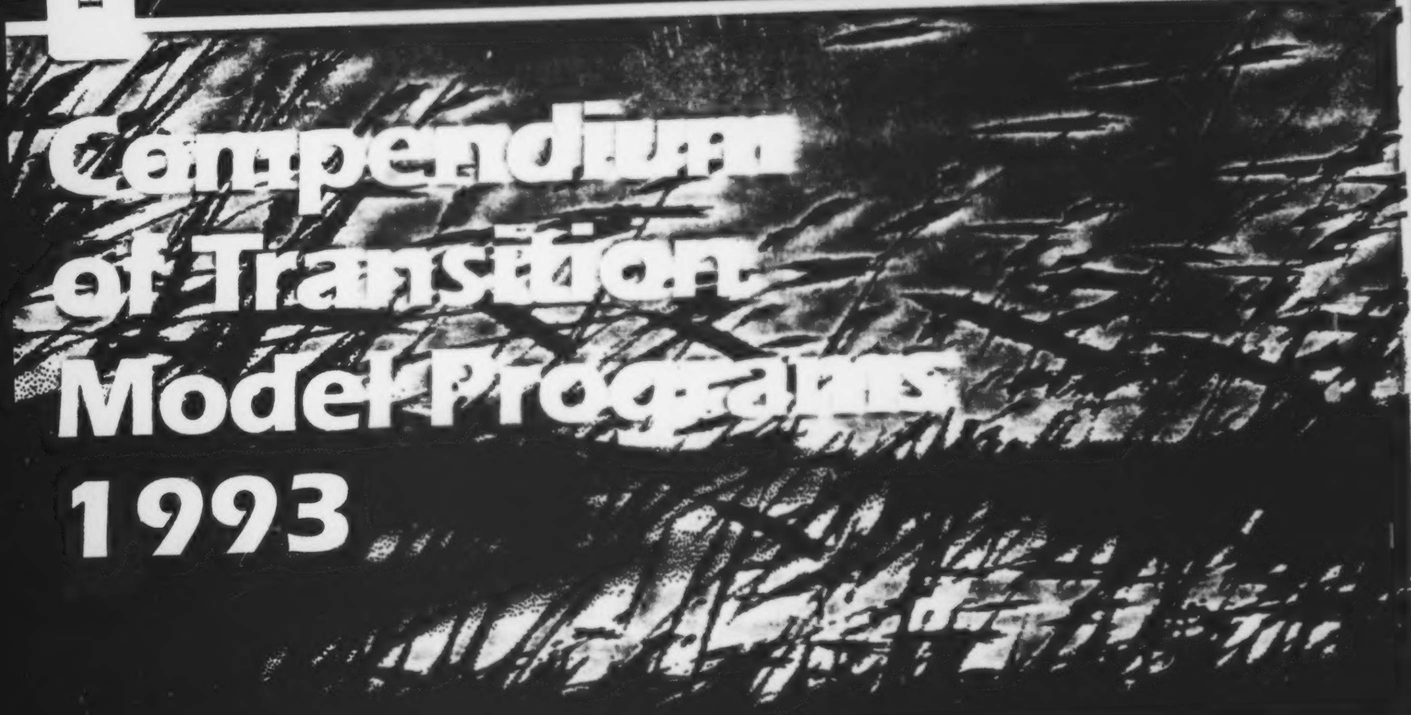

Compendium of Transition Model Programs 1993

EC 302718

Thomas E. Grayson
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COMPENDIUM
OF
TRANSITION MODEL PROGRAMS
1993

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PREFACE

This document, which has been produced by the Evaluation Technical Assistance Program at the Transition Research Institute at Illinois, is a directory of current and newly-expired projects funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary Education and Transition Initiative. The information and descriptive data contained in the Project Profiles and summary sections were derived in part from the Project Characteristics Questionnaire and Expired Project Characteristics Questionnaire (PCQ, EPCQ) completed by OSERS-funded project directors in early 1993 (see Appendixes A and B). In some cases, additional project information was obtained from the original grant applications and previous years' profiles. The information in the individual competition profiles was gathered directly from the grant announcement packets for each competition.

New Format: Regional Focus

Readers familiar with previous editions of the Compendium will notice a major change this year: the content of the 1993 Compendium is organized by region (as defined by the six federal regional resource centers) rather than by competition as in the past. These six regions are defined as follows:

- **Region I (Northeast)** - Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont.
- **Region II (Mid-South)** - Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, Washington, D.C., and West Virginia.
- **Region III (South)** - Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Texas, and the Virgin Islands.
- **Region IV (Great Lakes Area)** - Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin.

- **Region V (Mountain Plains)** - Bureau of Indian Affairs, Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming.
- **Region VI (West)** - Alaska, American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington.

Compendium Divisions

The 1993 Compendium is divided into five sections:

- The Overview of Project Profiles contains a summary description of both current and expired competitions, as well as data collected from current projects.
- The Summary of Competition Profiles provides a description of each competition represented in this Compendium. For each of these funding priorities, the individual profile summarizes the purpose of the competition, and identifies the authority under which the competition was funded, the eligible recipients, the funds available over the life of the competition, the number of grants awarded, and the duration of each grant award.
- The Project Profiles are grouped by region, and by state within each region. Each section contains a description of the region, identifies the competitions represented in each region, and summarizes relevant data across competitions and projects. The summaries of regional project profiles summarize the data reported in the individual profiles of current projects across each region.

In 1993, federal funding was terminated for 34 projects. Summaries and project profiles for these recently expired projects are provided for each region and are located after the presentation of current project profiles for that region. The individual expired project profiles specify the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project. In many cases, dissemination and replication activities are continuing for these projects.

- The Appendixes include copies of the Project Characteristics Questionnaire (PCQ) and the Expired Project Characteristics Questionnaire (EPCQ).
- The Indexes provide a guide to projects' key personnel, location, disabilities served, and project titles.

The Compendium is an annual publication of the Transition Institute at Illinois intended for use by project directors, OSERS project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles to obtain information about specific projects. Users are also urged to submit comments and suggestions for how to improve the usability and effectiveness of future editions of the Compendium.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

OVERVIEW OF PROJECT PROFILES

The 1993 Compendium of Project Profiles focuses on the status of 93 projects currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), as part of the Transition Initiative. Since 1984, 330 model demonstration projects have developed a wide range of service delivery models that have facilitated the transition of youths and adults with disabilities from secondary special education to a number of postsecondary environments, including higher education, employment, and community integration. This Overview begins with a general description of the 17 grant competitions funded since 1984 (see Table 1). Figure 1 presents the geographical distribution of the 330 projects funded during the past eight years.

The remainder of this overview describes in tables, figures, and text the characteristics of the 93 current model projects funded in seven competitions: 84.078C, 84.158D, 84.158K, 84.158N, 84.158P, 84.158Q, 84.158S. Figure 2 shows the geographical distribution of these projects as of July 1993, while Figure 3 lists the types of grant award recipients in all seven competitions (e.g., universities, local education agencies, state agencies, etc.). Eligible award recipients were specified for each competition. As illustrated, the most common grant recipients were universities, four-year colleges, and university-affiliated programs, followed by private not-for-profit agencies, community colleges, and state agencies. The most common geographic units served were cities containing more than 100,000 people and regions within states, followed by statewide units, and urban areas containing 50,000-100,000 people. In addition, 59.1% of the projects reported that public transportation was available within the geographic area they served.

The provision of transition services to persons with disabilities, as well as interdisciplinary training, relied heavily on establishing cooperative relationships

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition
(N = 330)

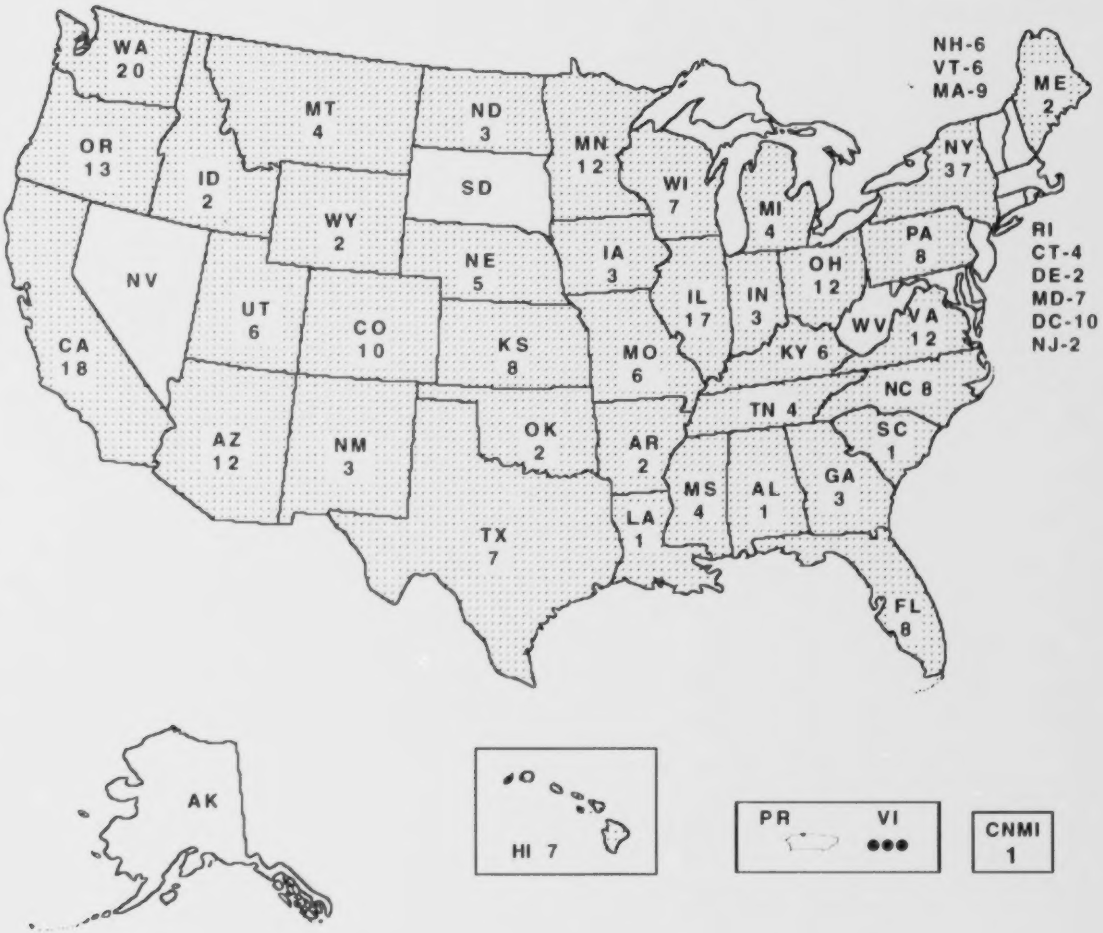
TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Postsecondary Projects	84.023G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (postsecondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Demonstration Projects	84.078C	40 (68 Expired)	To focus on special adaptations of postsecondary services.
Innovation Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind Youth)	84.086M	10 Expired	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals.	84.128A	5 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilita-tion services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models.	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting Students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services.	84.158C	39 Expired	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled, Mainstreamed, Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10 Expired	To identify job-related training needed by secondary students with mild disabilities.

Table 1 (continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Training and Employment Models for Youth with Handicaps.	84.158N	9 (19 Expired)	To prepare and place youth with severe disabilities into supported employment prior to leaving school.
Secondary and Transition Services Follow-up/Follow-Along Projects	84.158R	14 Expired	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.
Family Networking	84.158S	4 (3 Expired)	To assist youth with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.
Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination	84.158K	20	To identify the skills and characteristics necessary for self-determination, as well as the in-school and out of school experiences that lead to the development of self-determination.
Multi-District Outreach	84.158Q	8	To support projects that enhance the capacity of local educational agencies by promoting the implementation of proven transition models, or selected components of these models, in multiple school districts within a state based upon specific needs.
Research Projects on the Transition of Special Populations to Integrated Postsecondary Environments	84.158P	10	To support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21, one or more of the following special populations: adjudicated youths. youths with severe emotional disturbances, or youths with severe physical disabilities (including TBI)
Youths with Disabilities Who Have Dropped Out of School	84.158D	2	To identify, recruit, train and place youths with disabilities who have dropped out of school

Figure 1

Geographic distribution of current and expired projects as of July 1993
($\underline{N}$ = 330)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MI 4
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OH 12
KY 6
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MS 4
AL 1
GA 3
FL 8
SC 1
NC 8
VA 12
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PA 8
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NH-6
VT-6
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RI
CT-4
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MD-7
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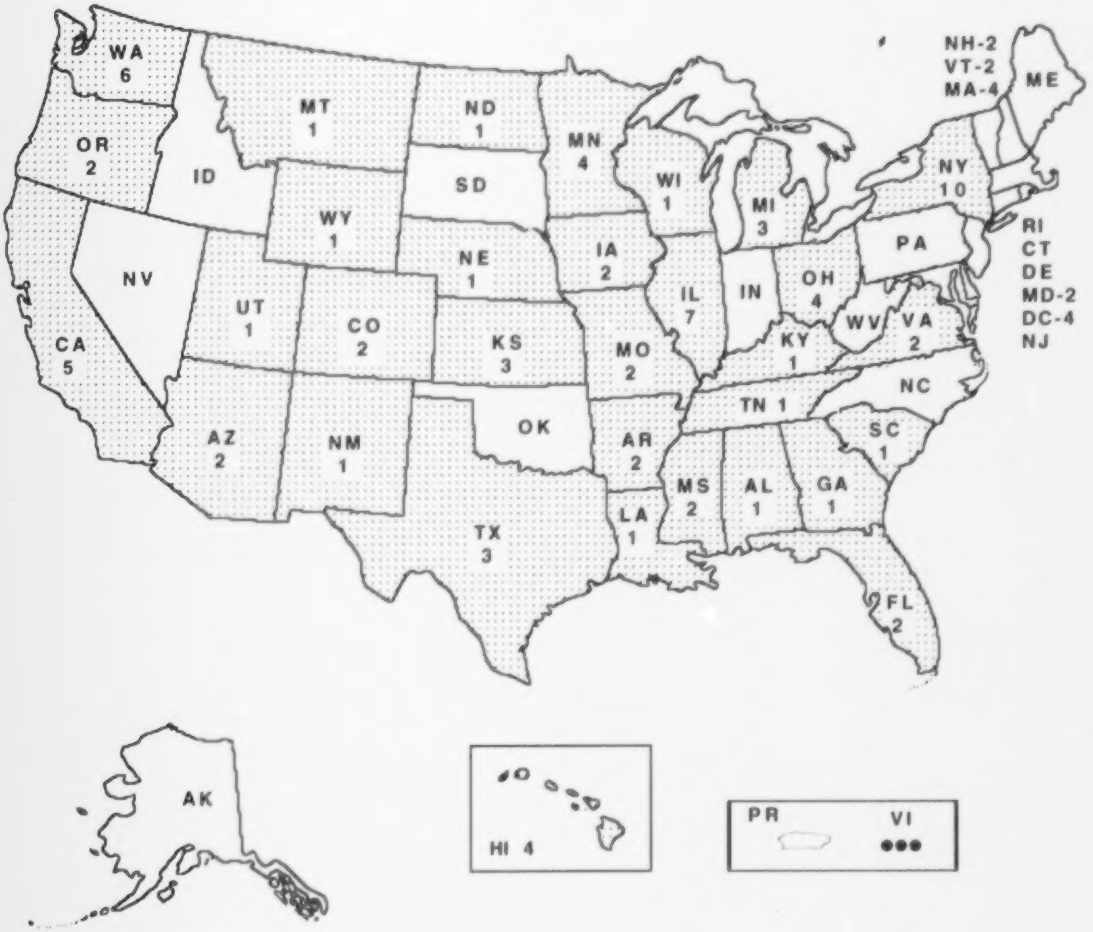
1

Figure 2

Geographic distribution of current projects as of July 1993 (N = 93)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MA-4
ME
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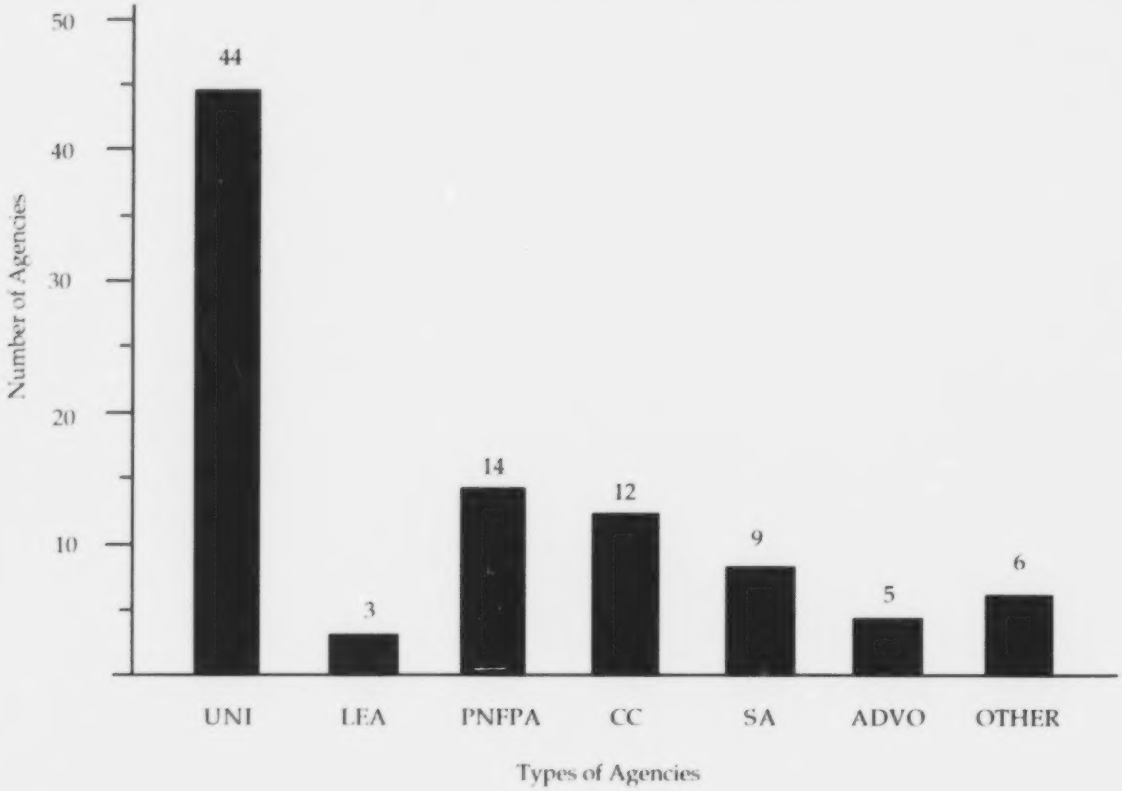
Figure 3

Types of Primary Grant Recipients
for Current Model Projects

Competition N = 7; Project N = 93



UNI	Universities, Four-year colleges, and University Affiliated Programs
LEA	Local Education Agencies
PNFPA	Private Not-For-Profit Agencies
CC	Community Colleges
SA	State Agencies
ADVO	ARC/Parent Organizations
OTHER	Other

between secondary and adult service providers. A major intent of the federal transition initiative has been to develop interagency cooperation in an effort to smooth the transition between school and adult life for individuals with disabilities. Table 2 identifies the types of agencies involved in interagency cooperation with current model projects and gives both regional and overall totals across the seven agency types.

Table 3 lists the number of persons served and their age ranges by disability, as reported by 66 of the current projects, and Figure 4 illustrates the percentage of individuals with disabilities served by the seven current competitions. Of the 6,951 reported as receiving services during 1992-1993, 31% have specific learning disabilities, 15% have multiple disabilities, 14% have mental retardation, and 11% have severe emotional disturbances.

In addition to targeting youths and adults with disabilities, most of the model demonstration projects provide related services or training to professionals, paraprofessionals, or parents who assist in the transition process. Table 4 provides an overview of recipients of related services or training by region. Specifically, across six regions, related services or training are being provided to 13,269 education personnel, 8,490 non-education personnel, 3,213 children/individuals with special needs, 2,545 families, 1,437 service delivery system personnel, and 975 parents.

In addition to intervention research, the main mission of the Transition Research Institute is to (a) provide evaluation technical assistance to all OSERS-funded model projects, and (b) conduct evaluation research on outcomes associated with these projects. To assist in this mission, information is collected annually from each project on the evaluation approach to be used, personnel designated to conduct evaluation activities, and the anticipated format of evaluation reports. The rest of this narrative, with explanatory tables, presents the results of this survey.

As demonstrated in Table 5, the most common approaches to evaluation overall are goal-based, system analysis, professional review, and case study. Most projects use

Table 2

Types of Agencies Involved in Interagency Cooperation with Current Model Projects
(N = 70)

	Region						
	I	II	III	IV	V	VI	Total
UNI	5	6	4	2	5	13	35
LEA	5	5	1	12	6	9	38
PNFPA	2	7	1	7	6	5	28
CC	5	2	2	2	1	4	16
SA	4	4	3	6	10	7	34
ADVO	3	1	0	3	2	5	14
OTHER	11	6	6	14	6	13	56

UNI	Universities, Four-year colleges, and University Affiliated Programs
LEA	Local Education Agencies
PNFPA	Private Not-For-Profit Agencies
CC	Community Colleges
SA	State Agencies
ADVO	ARC/Parent Organizations
OTHER	Other

Table 3

Youths and Adults with Disabilities Served in Current Model Projects 1992-1993

(N = 66)

Disability	No. Served	Age Range
Autism	19	12-adult
Deafness	96	12-adult
Deaf-Blindness	15	17-adult
Developmentally Delayed	163	12-adult
Dropouts	57	12-21
Economically Disadvantaged	99	15-adult
Hearing Impairment	101	12-adult
Specific Learning Disability	2172	12-adult
Mental Retardation	994	11-adult
Multiple Disabilities	197	11-adult
Orthopedic Impairment	402	12-adult
Other Health Impairments	327	12-adult
Serious Emotional Disturbance	778	12-adult
Speech or Language Impairment	28	12-adult
Visual Impairment including Blindness	107	12-adult
Several Disabilities Addressed in One Project	819	14-adult
Not Specified	577	12-adult
TOTAL	6951	

Figure 4

Percent of Youths Served by Disability Category
1992-1993

Competition N = 7; Project N = 93; Youths Served = 6,951

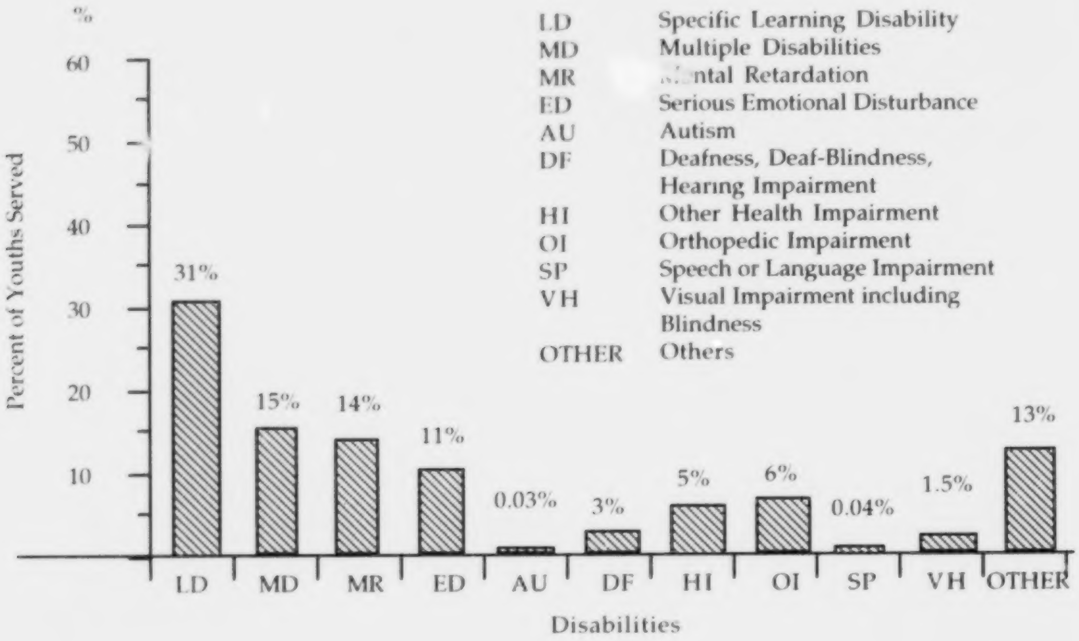


Table 4

Number of Individuals Participating in Related Service Components in Current Projects

(N = 60)

	Region I	II	III	IV	V	VI	Total
Child/Individual with Special Needs	556	435	371	979	500	372	3213
Families	116	469	561	757	264	378	2545
Parents	502	14	0	355	52	52	975
Education Personnel	1645	1309	2146	3113	4219	827	13269
Non-Education Personnel	862	1172	604	3197	966	1689	8490
Service Delivery System Personnel	60	83	74	538	229	453	1437

Table 5

Evaluation Approaches Used in Current Projects
($\underline{N}$ = 86)

	Region						
	I	II	III	IV	V	VI	Total
System Analysis	5	4	5	7	3	12	36
Goal Based	11	6	10	16	9	12	64
Goal Free	3	1	1	2	1	3	11
Decision Making	1	0	3	2	2	1	9
Connoisseurship	1	1	0	1	0	0	3
Professional Review	7	2	4	5	5	5	28
Case Study	5	4	2	4	3	4	22
Other	1	3	0	4	0	4	12

more than one approach to frame the evaluation. Table 6 shows the personnel involved in implementing the evaluation. As illustrated, project directors and project personnel provide most of the staff for implementing evaluation. However, project coordinators and advisory boards are also assisting in evaluation activities.

Products developed by the model demonstration projects constitute one of the primary types of outcomes associated with program implementation. These products are considered essential to program dissemination and replication -- two primary goals identified by OSERS for funded projects. Table 7 depicts the types and numbers of products anticipated by project staff in each region. Brochures, journal articles, and project instruments were the most frequently cited products, followed by curricula, training manuals, and replication manuals. Many of the products produced to date by the 332 OSERS-funded transition projects are catalogued in the Transition Research Institute Library.

Table 6

Evaluation Personnel Involved in Current Projects

(N = 88)

				Region			
	I	II	III	IV	V	VI	Total
Director	15	9	12	17	12	17	82
Coordinator	10	10	9	11	10	17	67
Project Staff	11	9	10	14	11	18	73
Advisory Board	5	1	7	12	9	12	46
Third Party Evaluation	7	4	5	7	1	3	27
Staff Evaluation	0	1	3	4	2	5	15
Other	1	0	2	3	4	4	14

Table 7

Products Planned in Current Projects

(N = 86)

	Region						
	I	II	III	IV	V	VI	Total
Brochure	9	8	12	13	8	12	62
Newsletter	4	4	2	10	2	5	27
Parent handbook	3	3	3	6	1	5	21
Student handbook	3	1	3	7	4	6	24
Training manual	5	6	5	12	4	7	39
Project instruments	9	3	6	14	5	12	49
Slide presentation	5	0	2	2	0	1	10
Video tape	6	5	4	9	7	2	33
Curricula	6	3	8	10	4	9	40
Journal articles	12	8	6	15	8	13	62
Replication manual	5	2	7	12	5	8	39
Other	4	4	3	4	4	3	22

SUMMARY OF COMPETITION PROFILES

The following section presents summaries of the individual grant competitions represented in this Compendium and is based on information from the actual grant application packet. Each is updated where necessary to reflect subsequent competitions. Seven federally funded competitions are represented in the current edition: Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Training and Employment Projects (84.158N), Research Projects on the Transition of Special Populations (84.158P), Multi-District Outreach Projects (84.158Q), and Family Networking Projects (84.158S).

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87
FIFTH COMPETITION: 11/10/88
SIXTH COMPETITION: 9/14/89
SEVENTH COMPETITION: 1/22/92
EIGHTH COMPETITION: 4/8/93

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with disabilities. The absolute priority for this competition was model projects of supportive services to individuals with handicapping conditions, other than deafness, focusing on specifically adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nondisabled peers.

Applicants were encouraged to consider program and curricular adaptations or modifications or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition, applicants were encouraged to develop models of generic postsecondary services for students, that improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions and at community colleges and other two-year institutions were especially invited. Projects were to produce information and practices that would facilitate replication in other agencies and improve work opportunities for persons with disabilities in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competitions; however, the invitational priority for these competitions specified a focus on individuals with specific learning disabilities. The third competition emphasized a focus on new or innovative methods of improved support services, curricular modifications, and/or program adaptations for students with disabilities. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate disabilities.

In the fifth competition, the priority was to improve vocational outcomes for youths who have recently completed secondary education programs, and to focus on short- and long-term educational interventions necessary to assist youths in securing competitive employment.

In the sixth competition, emphases included (a) locating and serving youths and adults with disabilities who are in need of continued educational services, working cooperatively with secondary schools, as appropriate; (b) achieving appropriate job placements for persons with disabilities served through individualized education interventions; and (c) providing follow-up and follow-along activities for persons with disabilities served in the project who are placed in jobs.

In the seventh and eighth competitions, emphases included (a) developing inservice training programs for faculty, staff, and career placement office personnel; (b) obtaining the involvement of employers by placement offices in campus-based career opportunities; (c) increasing placement percentages for students with disabilities by the forming of cooperative agreements; (d) enhancing the career experiences of students with disabilities by facilitating opportunities for needed work experiences; and (e) providing technical assistance to administrators, faculty, and staff of postsecondary educational programs.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Individuals with Disabilities Education Act.

ELIGIBLE RECIPIENTS

State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for each of the eight competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY 1987 was $1,000,000 for an estimated 10 awards. In FY 1988, the approximate amount of funds for 11 awards were $1,000,000, and for the fifth competition (FY 1989), approximately $800,000 was available for an additional 10 model projects. For FY 1990, approximately $1,159,000 was available for an estimated 12 awards. For FY 1991 approximately $2,351,000 was awarded for an estimated 22 awards, and for FY 1992 approximately $2,000,000 was available for an estimated 20 awards.

NUMBER OF GRANTS AWARDED

In FY 1985, 14 demonstration grants were awarded, and in FY 1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY 1987, 11 in FY 1988, nine in FY 1989, nine in FY 1990, 17 for FY 1991, and 14 for FY 1992. Presently there are 40 active projects in this competition. Nine projects expired in 1992.

DURATION OF GRANTS

For FY 1985 and FY 1986, approval was for two- and three-year periods, subject to an annual review of progress and availability of funds. For FY 1987, grant approval was for one-, two-, and three-year periods. All grants awarded in FY 1988-1992 were for a three-year period.

COMPETITION PROFILE: CFDA 84.158D

MODEL DEMONSTRATION PROJECTS TO IDENTIFY, RECRUIT TRAIN, AND PLACE YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

INITIAL COMPETITION: 4/8/92

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects implementing effective strategies to identify, recruit, train, and place youths with disabilities who have dropped out of school.

Emphasis included (a) developing techniques for locating and recruiting youths with disabilities who have dropped out of school and (b) identifying the unique curriculum modifications and supports that are needed to ensure their program participation and completion.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Local educational agencies.

FUNDS AVAILABLE

In this initial competition, approximately $840,000 was expected to be available to support up to eight projects.

NUMBER OF GRANTS AWARDED

Two new grants were awarded in this initial competition.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDS 84.158K

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

INITIAL COMPETITION: 9/14/89
SECOND COMPETITION: 1/22/92
THIRD COMPETITION: 4/8/92

PURPOSE OF COMPETITION

The purpose of this priority was to support model projects that identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school experiences that lead to development of self-determination.

Emphases included (a) strategies to systematically involve youths with disabilities in the types of activities that foster assertiveness, creativity, self-advocacy, and other skills associated with self-determination; (b) development and testing of strategies to assist families and service providers in understanding the importance of self-determination and supporting changes in roles and responsibilities; and (c) strategies to involve adults with disabilities in the transition process as information resources, role models, and advocates.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

In the initial competition, approximately $618,000 was expected to be available to support up to five projects. Funding in the second competition was for approximately $796,000. Funding in the third competition was for approximately $928,000.

NUMBER OF GRANTS AWARDED

Eight new grants were awarded under the third competition for a total of 20 active projects due to expire in either 1993, 1994, or 1995.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158N

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

INITIAL COMPETITION: 2/12/88
SECOND COMPETITION: 3/31/89
THIRD COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purposes of this priority were to develop, demonstrate, and disseminate models for preparing and placing youths with severe disabilities in competitive or supported work prior to leaving school, including introducing these youths to adult service agency support networks. The intended outcome was placement of youths with severe disabilities in competitive or supported employment.

Emphases included (a) partnership with employers and measurement of employer satisfaction; (b) program evaluation to include outcome measures such as initial employment status; (c) working relationships between educational agencies and supported work efforts at the sate and local level; and (d) working partnerships with families who are committed to maximizing independence.

In the second competition, the purpose, emphases, and outcomes remained essentially the same. However, the term "severe" was removed as a description of the target population and replaced with the more general term, "youths with handicaps."

Again, in the third competition, the purpose, emphases, and outcomes remained the same as in the original competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for up to 10 projects in fiscal year 1988, whereas approximately $1,010,000 was available in fiscal year 1989 for the same number of projects. Approximately $880,000 of FY 1990 funds are available to initially fund these projects for two 12-month budget periods of the total project period. Estimated size of awards ($110,000) is for each 12 months of the project period.

NUMBER OF GRANTS AWARDED

Currently 9 projects are funded in 84.158N. Nine projects expired in 1992.

DURATION OF GRANTS

Project support was available for up to three years in all three competitions for FY 1988, 1989, and 1990, subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158P

RESEARCH PROJECTS ON THE TRANSITION OF SPECIAL POPULATIONS TO INTEGRATED POSTSECONDARY ENVIRONMENTS

INITIAL COMPETITION: 1/22/91
SECOND COMPETITION: 4/8/92

PURPOSE OF COMPETITION

The purpose of this priority was to support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21 who belong to one or more of the following special populations: adjudicated youth, youths with severe emotional disturbance, or youths with severe physical disabilities (including traumatic head injury).

Emphases included strategies that provide solutions to the problems associated with the transition from school to integrated postsecondary environments, such as competitive or supported employment, postsecondary education, vocational training, continuing education, adult services, or community-based living alternatives.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $690,000 was expected to be available to support up to six projects in the initial competition. Approximately $890,000 was made available in 1992 to support up to eight projects.

NUMBER OF GRANTS AWARDED

Six grants were awarded in the initial competition and four more were awarded in 1992. There are currently 10 active projects.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158Q

MULTI-DISTRICT OUTREACH PROJECTS

INITIAL COMPETITION: 1/22/91

PURPOSE OF COMPETITION

The purpose of this priority was to support projects that enhance the capacity of local educational agencies by promoting implementation of proven transition services models, or selected components of these models, in multiple school districts within a state based upon specific needs.

Emphases include accomplishing model implementation, vocational education/training, independent living, supported/competitive employment, information sharing, and on-site observation of model programs.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $796,000 was expected to be available to support up to seven projects in the initial competition.

NUMBER OF GRANTS AWARDED

Eight grants were awarded in the initial competition.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158S

FAMILY NETWORKING

INITIAL COMPETITION: 3/10/89
SECOND COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects that build on existing transition planning processes to assist youths with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.

Emphases included (a) ensuring the existence of a planning process that includes the student, his or her family, representatives from the school, and representatives from adult service agencies; (b) assisting youths with disabilities and their families in identifying the range of possible post-school options for living, working, recreation, or postsecondary education; (c) assessing the supports or services needed by the student to participate in different post-school options; (d) teaching students and families how to identify potential formal and informal sources of services and supports for learning to effectively assess and use these sources; and (e) identifying and developing strategies for overcoming barriers to needed supports or services.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established in the Job Training Partnership Act (27 U.S.C. 1501 et seq.).

FUNDS AVAILABLE

Approximately $315,000 was expected to be available to support up to three projects in the second competition.

NUMBER OF GRANTS AWARDED

Four grants were awarded for fiscal year 1990. Three grants had been awarded for the previous fiscal year, with one project expiring after one year of funding. Four family networking projects are presently funded. Two projects expired in 1992.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

PROJECT PROFILES

The following Project Profiles section reflects the new organization of the Compendium -- from a competition emphasis to a regional emphasis. Individual project profiles are grouped according to region and listed in order first alphabetically by state, and then within each state by Institute number.

Each group of individual project profiles is preceded by a regional summary which identifies the region, and grant competitions represented in that region, and an overview of the major demographic and operating characteristics of the projects.

The primary sources of data for the individual project profiles were the Project Characteristics Questionnaire and the Expired Project Characteristics Questionnaire (Appendixes A and B, respectively), as completed and returned by project staff during the 1992-1993 project year.

SUMMARY OF REGION I PROJECT PROFILES

REGIONAL PROFILE

Region I, the Northeast region, is composed of eight states: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont. Of these states, only half have active model demonstration projects: Massachusetts (n=4), New Hampshire (n=2), New York (n=10), and Vermont (n=2), for a total of 18 current projects in Region I. Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Training and Employment Projects (84.158N), Research Projects on the Transition of Special Populations (84.158P), and Family Networking Projects (84.158S).

GEOGRAPHIC AREA SERVED

Of the 18 current projects, five report serving a city of more than 100,000 people, four report serving a state, two report serving a suburban area of 10,000 to 50,000 people, one reports serving a county, one reports serving a region within a state, one reports serving a rural area of 2,500 - 10,000 people, and one reports serving an urban area of 50,000 - 100,000 people. The remaining three projects did not indicate the geographic area served.

PRIMARY GRANTEE

Six universities, four state education agencies, two private nonprofit agencies, one community college, one university-affiliated program, one local education agency, one state health agency, one university medical center, and one other public agency were awarded grants under this competition.

PROJECT PARTICIPANTS

In the target population, 47% have a specific learning disability, and 19% have a traumatic brain injury. The remainder demonstrate the following disabilities: serious emotional disturbance, deafness, economically disadvantaged, hearing impairment, mental retardation, multiple disabilities, cerebral palsy, spina bifida, spinal cord injury, cancer, epilepsy, orthopedic impairment, articulation disorder, and visual impairment including blindness.

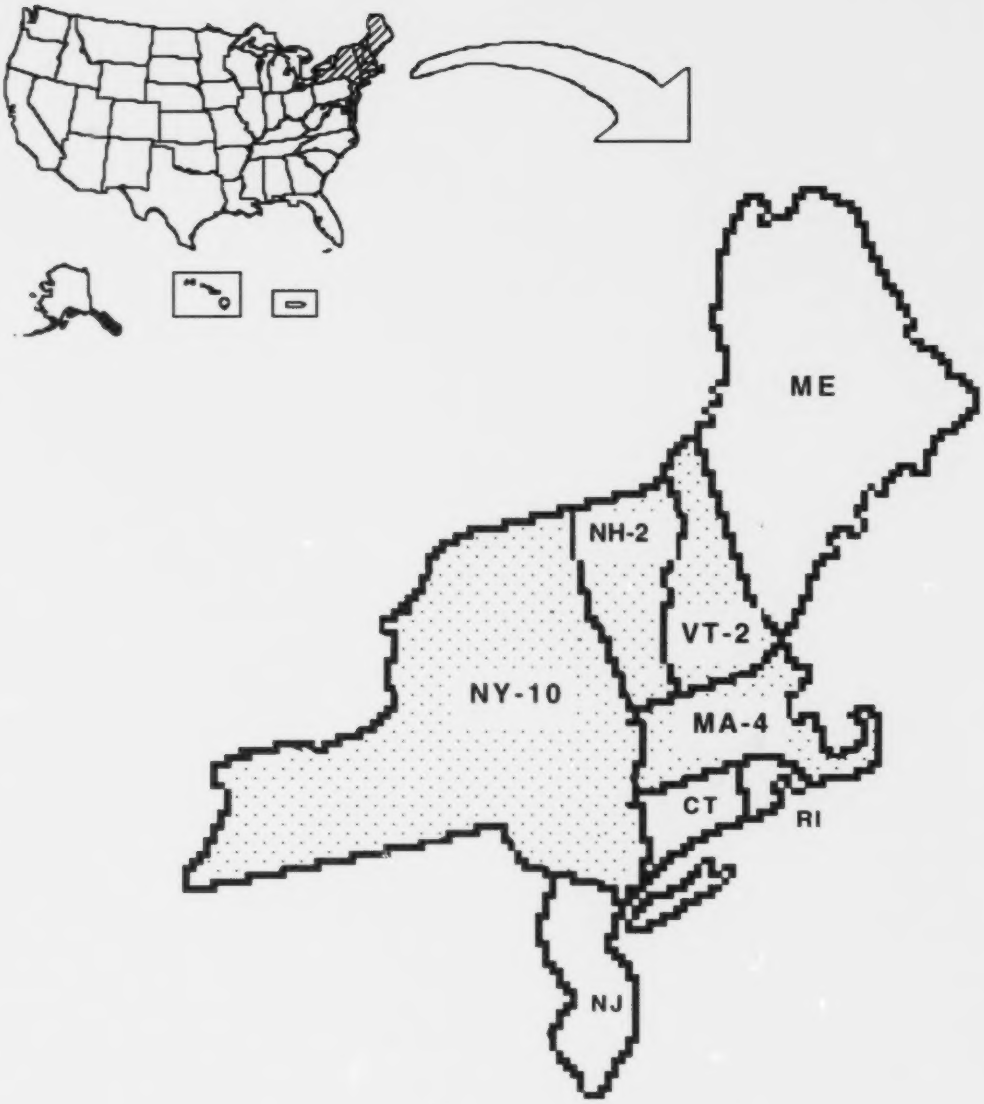
Eleven projects have reported the number of individuals receiving direct training or service through project activities: 556 individuals with special needs, 116 families, 502 parents, 862 project and agency personnel, 1645 education personnel, 60 service delivery system personnel, 110 students, 5 postsecondary faculty, and 345 in the other category.

COOPERATING AGENCIES

Five projects indicate working with local education agencies, five with community colleges, and four with state agencies. Four projects report cooperating with a university, three with a consumer/advocacy organization, and two with a rehabilitation agency. One project reports working with a private non-profit service agency, one project reports working with university affiliated programs, and one with a private research organization. Six projects indicate involvement with other agencies.

Geographic Distribution of Model Demonstration Projects in Region I: Northeast as of July 1993

(*N* = 18)


ME
NH-2
VT-2
NY-10
MA-4
CT
RI
NJ

▨ Shading indicates states where projects are located.
Number indicates number of projects

CAMPUS SUPPORTED EDUCATION PROJECT

Project Title: Campus Supported Education Project	Competition #: 84.078C (Postsecondary Demonstration Project)
Project Director: Karen Danley	Federal Grant #: H078C00004
Project Coordinator: Ann Sullivan	Transition Institute #: 256
Contact Person: Ann Sullivan	Project Start Date: 7/90
Mailing Address: Boston University Center for Psychiatric Rehabilitation 730 Commonwealth Avenue Boston, MA 02215	Project End Date: 6/93
Telephone#: 617-353-3549	Geographic Area Served: Region within the State of Massachusetts
Fax #: 617-353-7700	
E-Mail: N/A	SpecialNet User ID #: N/A

Project Purpose:

The project's purpose is to develop, implement, evaluate and disseminate a program of educational support services to assist young adults with psychiatric disabilities in achieving their educational goals in an integrated postsecondary educational institution.

Expected Outcomes:

1. Program participants will identify an educational goal(s) (vocational interest) and achieve same in a satisfactory manner.
2. Program participants will transition into and out from the institution in a satisfactory manner.
3. Program components will receive ongoing review and modification as needed.
4. Information about the program will be disseminated through local, regional and national channels and arenas.

Approach Used to Reach Expected Outcome

1. Program components identified, developed, implemented and evaluated.
2. Student participants receive individually identified educational support services.
3. Printed information developed and disseminated in articles and at conferences, workshops, seminars, etc.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 20 Female : 37

Ethnicity of Target Population:

African-American, Hispanic, White, Multi-ethnic

Level of Severity of Target Population:

Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	57	19-54

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families	30
Adult Service Providers	60
Education Personnel	40
Peer/Co-workers	20
Rehabilitation Personnel	15
Special Education Personnel	15
Community Mental Health	1
Interagency Coordinating Council	1
Local Education	1
State Mental Health	9
State Rehabilitation	1

PROJECT *S.T.R.I.V.E.*

Project Title:
Project *S.T.R.I.V.E.*

Project Director:
Cornelia Costello

Project Coordinator:
Sandra Copman

Contact Person:
Sandra Copman

Mailing Address:
Boston Public Schools-High School Zone
Madison Park High School-BLDG #1
Special Education Dept.
55 New Dudley Street
Roxbury, MA 02119

Telephone#: 617-442-1184/617-367-6251

Fax #: 617-635-8887

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N00028

Transition Institute #: 267

Project Start Date: 9/01/90

Project End Date: 8/31/93

Geographic Area Served:
City within the State of
Massachusetts
(Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Project S.T.R.I.V.E., as federally-funded for 3 years, is an essential part of the Boston Public Schools' overall high school initiative to place and train students with disabilities in a variety of private sector jobs, where wages are provided for real work performed, by the employers. Twenty-five students with multiple disabilities, ranging from moderate to severe and including many with motor impairments, are the federally-funded target group. These students are in transition from high school to work and community living. Over eight businesses are closely involved with this venture. The primary goal is for these students to have been job placed effectively such that post-high school they will be employed. Other objectives and activities include life skills counseling, parent training, travel training, and community-based instruction.

Expected Outcomes:

Students are expected to find successful placement in competitive jobs, become less isolated from peers and the community, and foster self-advocacy.

Approach Used to Reach Expected Outcome

Services include independent living skills including family-oriented services. Vocational training opportunities will occur in supported employment competitive sites. On-site job coaching support will be provided, and the minimum wage will be received by all participants.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

PROJECT I CAN
(INITIATING CAREER ACHIEVEMENT NETWORKS)

Project Title:
Project I CAN (Initiating Career Achievement Networks)

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
David Baggett

Federal Grant #: H078C10035

Project Coordinator:
David Baggett

Transition Institute #: 305

Contact Person:

Project Start Date: 10/1/91

Mailing Address:
University of Massachusetts
Project I CAN, 123 Berkshire House
Center for Counseling and Academic Development
Amherst, MA 01003

Project End Date: 9/30/94

Telephone#: 413-545-0333

Geographic Area Served:
Surburban area within the State of Massachusetts
(Population 10,000-50,000)

Fax #: N/A

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The main purpose of the project is to create a model program of integrative services in career education and counseling for students with disabilities in higher education. This will help students with disabilities in higher education to have better access to career tracks.

Expected Outcomes:

The project has three stages: the first phase, which began October 1, 1991, focuses on the development and implementation of a model career plan for students with disabilities in higher education. The second phase is the demonstration of a model career counseling program for the University and other higher education institutions. During phase three, project staff will disseminate model activities via conferences, research and technical papers.

Approach Used to Reach Expected Outcome

Literature reviews, surveys; both faculty and follow-up of graduates, networking and collaborating with other departments and organizations.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 375 (approx.) Female : 375 (approx.)

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, White, Multi-ethnic.

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	14	18-Adult
Deafness	7	18-Adult
Hearing Impairment	7	18-30
Specific Learning Disability	400	18-50
Cerebral Palsy	6	18-24
Spinal Cord Injury	6	18-24
Epilepsy	10	18-30
Orthopedic Impairment	7	18-40
Articulation Disorder	3	18-24

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	440
Case Managers	12
Education Personnel	1,400
Employers	75

EMPIRICAL ANALYSIS OF THE EDUCATIONAL EXPERIENCES OF YOUNG ADULT TBI SURVIVORS WHO LIVE AND WORK IN INTEGRATED SETTINGS

Project Title:
Empirical Analysis of the Educational
Experiences of Young Adult TBI
Survivors Who Live and Work in
Integrated Settings

Project Director:
Debra S. Kamen

Project Coordinator:
Katherine Kosmos

Contact Person:
Bette Lewicke

Mailing Address:
Massachusetts Rehabilitation Commission
Statewide Head Injury Program
27-43 Wormwood Street
Boston, MA 02210

Telephone#: 617-727-8732

Fax #: 617-727-1354

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P20006

Transition Institute #: 324

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
State of Massachusetts

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to ascertain the factors and combinations of factors most likely to predict independent lifestyles among young adults who survived traumatic brain injury (TBI) when they were in elementary or secondary school. Those who made transitions to independent employment and independent living situations, i.e., "integrated community settings," will be compared to those who made transitions to "segregated" living and employment on a number of survivor-specific and environmental variables. These include variables such as the locus and extent of brain injury, other trauma, early identification of special educational needs, and level of family functioning.

Expected Outcomes:

It is expected that the primary outcome of the project will be a significant impact on school systems so that the educational and transitional experiences of young TBI survivors will ultimately lead to greater levels of independence in living and work arrangements. A conceptual model will be developed that will address questions related to the TBI survivor's residential and employment transitions, including competitive employment, supported employment, post-secondary education, and community-based living alternatives. An assessment instrument will be developed to help educators plan school services needed by TBI survivors to advance to the highest level of independent living and employment possible. The project will also expand the research base regarding the transition of TBI survivors from school to adult life.

Approach Used to Reach Expected Outcome

Face-to-face interviews will be conducted with 200 TBI survivors, ranging in age from 22-26, as well as members of their families, to assess current levels of community integration and to collect other measures relating to school and other experiences. A service delivery model will be developed in accordance with the results of the study. From this, an assessment instrument will be developed to help educators plan school services for TBI survivors. Research results and the assessment instrument will be disseminated through publications in journals, presentations at local and national conferences, and meetings with representatives of state and local special education programs throughout Massachusetts.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

New project—Information not yet available.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Traumatic Brain Injury	200	22-26

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
N/A	

A STUDENT DIRECTED MODEL FOR THE PROMOTION OF SELF-DETERMINATION

Project Title:
A Student-Directed Model for the Promotion of Self-Determination

Project Director:
Laurie E. Powers

Project Coordinator:
Amy Phillips

Contact Person:
Laurie E. Powers

Mailing Address:
Dartmouth Medical School
Hood Center
Dartmouth-Hitchcock Medical Center
Lebanon, NH 03756

Telephone#: 603-650-4419

Fax #: 603-650-8268

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20006

Transition Institute #: 320

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
State of New Hampshire

SpecialNet User ID #: N/A

Project Purpose:

Primary purpose is to develop and field-test a comprehensive model to promote self-determination among adolescents with physical disabilities and health challenges. The model and the project are intensively driven by students, adult consumers and families. The project is collaboratively implemented by the Hood Center, Granite State Independent Living Foundation, and Parent to Parent of New Hampshire.

Expected Outcomes:

1. Enhanced functional independence of students.
2. Enhanced problem-solving, planning, social networking, and support management skills among students.
3. Enhanced perceptions of student capabilities by parents.
4. Increased access to inclusive community-based opportunities by youth.
5. Development of on-going collaborative ties between an independent living organization and a parent organization.

Approach Used to Reach Expected Outcome

The four major components of the project are:

1. mentor facilitated skill-building,
2. community-based mentoring experiences,
3. parent support and coaching, and
4. development of a state-wide program of peer support.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 1 Female : 5

Ethnicity of Target Population:

White.

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Cerebral Palsy	3	12-17
Cancer	1	12-17
Epilepsy	1	12-17
Orthopedic Impairment	1	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	6
Families	6
Single Parents	2
Adult Service Providers	8
Education Personnel	10
Health Professionals	5
Paraprofessionals	5
Related Services Personnel	3
Special Education Personnel	4
Community Recreation	1

Local Education	10
State Development Disabilities	3
State Education	3

THE CAREER INITIATIVES PROJECT

Project Title:
The Career Initiatives Project

Project Director:
Wayne H. Husted

Project Coordinator:

Contact Person:
Wayne H. Husted

Mailing Address:
Keene State College
229 Main Street
Keene, NH 03431-4183

Telephone#: 603-358-2454

Fax #: 603-358-2458

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20001

Transition Institute #: 332

Project Start Date: 2/1/93

Project End Date: 9/30/95

Geographic Area Served:
Suburban area in the State of
New Hampshire
(Population 10,000-50,000)

SpecialNet User ID #: N/A

Project Purpose:

To conduct a three year program designed to develop, evaluate and disseminate a cooperative effort enhancing the role and capacity of the Office of Career Services and Co-Operative Education in arranging pre-employment opportunities and employment placement for students with disabilities.

Expected Outcomes:

Each year of the grant period 15-25 students will enroll and take part in project activities. Internships and/or field experience sites both on and off campus to be developed. A handbook for employers to be developed. Training for faculty/staff/students and employers to be conducted.

Approach Used to Reach Expected Outcome

The four interrelated activities are:

1. Staff Development - including training existing college personnel and employers to provide appropriate and effective service to persons with disabilities.

2. Student Development - including a program of intensive career development activities, counseling and on-campus employment experiences for students with disabilities.
3. Job and Employer Development - including collaboration with employers and vocational rehabilitation professionals as well as technical assistance for students, families and employers on issues of job accommodation.
4. Collaboration and Dissemination - including dissemination through existing journals, networks and associations which address the needs of students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

New project—Information not yet available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

New project—Information not yet available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Education Personnel	New project— Information not yet available
Employers	
Paraprofessionals	
Peer/Co-workers	
Rehabilitation Personnel	
Special Education Personnel	
State Education	
State Rehabilitation	

ASSISTIVE TECHNOLOGY ON CAMPUS

Project Title:
Assistive Technology on Campus

Project Director:
James A. Lenker

Project Coordinator:
James A. Lenker

Contact Person:
James A. Lenker

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515 Kimball Tower
SUNY - Buffalo
Buffalo, NY 14214

Telephone#:
716-829-3141

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C000409

Transition Institute #: 255

Project Start Date: 7/1/90

Project End Date: 6/30/93

Geographic Area Served:
City within the State of New York
(Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

1. Improve electronic accessibility of Buffalo-area campuses.
2. Offer direct service to individual students in need of assistive technology.
3. Raise awareness of college faculty re: needs of disabled student population.
4. Raise awareness in the community of related providers, secondary-level educators, VR counselors, DSS providers, etc.

Expected Outcomes:

1. Improved employment of graduates because of a more electronically-accessible postsecondary education experience.
2. Improvement of the quality of the postsecondary education experience because of improved electronic accessibility.

Approach Used to Reach Expected Outcome

1. Participation on a regional consortium of collegiate disability advocates for the purpose of presenting community programs of common interest.
2. Advisement of area colleges on software and hardware for improved accessibility of campus computer centers.
3. Evaluation and training of individual students on use of assistive technology.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 25 Female: 20

Ethnicity of Target Population:

Multi-ethnic

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	6	18-Adult
Specific Learning Disability	6	18-Adult
Cerebral Palsy	2	18-Adult
Spinal Cord Injury	12	18-Adult
Traumatic Head Injury	3	18-Adult
Orthopedic Impairment	16	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers	100
Education Personnel	55
Rehabilitation Personnel	100
State Rehabilitation	20

THE LEARN AND EARN PROGRAM

Project Title:
The Learn and Earn Program

Project Director:
Craig Michaels

Project Coordinator:
Craig Michaels

Contact Person:
Craig Michaels

Mailing Address:
National Center for Disability Services
201 I. U. Willets Road, West
Albertson, NY 11507-1599

Telephone#: 516-747-5400, Ext. 1300

Fax #: 516-747-2046

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C00041

Transition Institute #: 257

Project Start Date: 9/01/90

Project End Date: 8/30/93

Geographic Area Served:
Region within the State of New York

SpecialNet User ID #: N/A

Project Purpose:

To develop, test and disseminate a model for providing a combination of educational and vocational services to individuals with learning disabilities.

Expected Outcomes:

Dissemination efforts will target high school educators, rehabilitation professionals, disabled college student service providers, and business and industry. A project manual will be developed to assist other community colleges and agencies in replicating the Learn and Earn program.

Approach Used to Reach Expected Outcome

The two semester community college program will coordinate activities within two major components: 1) a basic academic skill component addressing reading and writing in a vocational context in preparation for work; and 2) a pre-vocational skill development component addressing clarification of vocational goals, social skill development, and job seeking-and-keeping skills. Peer tutors and individual counseling will foster academic success.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

PARENTS AS TRANSITION HELPERS (PATH)

Project Title:
Parents as Transition Helpers (PATH)

Competition #: 84.158S
(Family Networking Project)

Project Director:
David Katz

Federal Grant #: H158S00012

Project Coordinator:
Roslyn Fisher

Transition Institute #: 258

Contact Person:
David Katz

Project Start Date: 6/1/90

Mailing Address:
City University of New York
Graduate School/University Center
33 West 42nd Street, North Campus Rm. 620
New York, NY 10036

Project End Date: 5/31/93

Telephone#: 212-642-2943

Geographic Area Served:
City within the State of
New York (Population 100,000+)

Fax #: N/A

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

To improve transition services by developing behavioral and informational parent competencies of parents of moderately and severely disabled inner city youth.

Expected Outcomes:

Transition Linkage Coordinators will share with their schools appropriate materials they encounter through their experiences with the parent workshops. Presentations will be offered at local, state, regional and national conferences and articles submitted to professional journals. The program model and activities will be presented to advocacy groups to secure their active involvement.

Approach Used to Reach Expected Outcome

A series of seminars will be offered in which special education staff learn parent education skills. These Transitional Linkage Coordinators will then conduct a series of workshops in which parents will receive training about all aspects of the transition process. Parents will participate directly in meetings with the school's transition planning team. They will also secure information about recreational, residential, financial, vocational, and training issues, as well as providing informal at-home skills training for the handicapped student. Parental self-help networking activities will entail small groups of parents reaching out to others with similar concerns.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	Information not available	15-21
Cerebral Palsy		15-21
Communications Disorder		15-21
Developmentally Delayed		15-21
Other Health Impairment		15-21
Hearing Impairment		15-21
Specific Learning Disability		15-21
Mental Retardation		15-21
Orthopedic Impairment		15-21
Speech and Language Impairment		15-21
Dropouts		15-21
Economically Disadvantaged		15-21
Serious Emotional Disturbance		15-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Parents	400
Teachers	42

NATURAL SUPPORTS IN THE WORKPLACE

Project Title:
Natural Supports in the Workplace

Project Director:
Robert Gervey

Project Coordinator:

Contact Person:

Mailing Address:
Albert Einstein College of Medicine
Project A.C.E.S.
2527 Grebe Avenue
Bronx, NY 10461

Telephone#: 718-863-1700

Fax #: 718-931-7307

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10021

Transition Institute #: 280

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
City within the State of New York
(Population 100,000+)

SpecialNet User ID #:

Project Purpose:

This project will develop and evaluate natural supports in the workplace for persons with severe psychiatric disabilities. The natural supports program will be compared to job coach and sheltered employment programs.

Expected Outcomes:

Over the course of the 3 year study, 40 persons will be placed in work settings using natural supports.

Approach Used to Reach Expected Outcome

1. One month assessment.
2. Job club.
3. Job placement.
4. Identification of natural supports.
5. On-going individual, peer and family therapy.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

CAREER PLACEMENT FOR LEARNING DISABLED STUDENTS AT THE FASHION INSTITUTE OF TECHNOLOGY

Project Title:
Career Placement for Learning Disabled Students at the Fashion Institute of Technology

Project Director:
Gail Ballard

Project Coordinator:
Gail Ballard/Roslyn Dolber

Contact Person:
Gail Ballard/Roslyn Dolber

Mailing Address:
Fashion Institute of Technology
7th Avenue and 27th Street
New York, NY 10001-5992

Telephone#: 212-760-7994

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10031

Transition Institute #: 299

Project Start Date: 8/1/91

Project End Date: 8/1/94

Geographic Area Served:
City within the State of New York (Population 100,000+)

SpecialNet User ID #: 13-25-56-338

Project Purpose:

The purpose of the Career Placement Program at the Fashion Institute of Technology is to improve the ability of the Career Counseling staff to transition learning disabled students from success in college to successful employment in the workforce and to educate industry about the nature and needs of this population.

Expected Outcomes:

1. Learning disabled students completing their college programs will be aided in obtaining full-time or part-time employment related to their college majors.
2. Placement specialists and faculty advisors at the college, as well as industry representatives and potential employers will be informed of learning disabled students' special needs and abilities.

Approach Used to Reach Expected Outcome

1. Identification of learning disabled students to participate in the program activities planned.

2. Revision of the computerized Career Guidance System (GURU) so that it is user friendly for LD students.
3. Career Counseling activities and services such as resume writing workshops, job interview tapes, and conferences with industry representatives especially suited to the learning disabled.
4. Workshops to sensitize and educate placement officers, instructors, industry personnel, chairman at the college about LD students' special needs.
5. Newsletters to inform LD students, their mentors/counselors, and parents of the career opportunity services available to them at the Fashion Institute of Technology.
6. Create a model program that may be duplicated at other institutions — emphasis on career employment of LD students.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 1 Female: 15

Ethnicity of Target Population:

Asian, African-American, Hispanic, White

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Specific Learning Disability	16	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITiES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	30-35
Education Personnel	130
Employers	25
Peer/Co-workers	100

A DEMONSTRATION PROJECT TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

Project Title:
A Demonstration Project to Identify and Teach Skills Necessary for Self-Determination

Competition #: 84.158K
(Self-Determination Project)

Project Director:
Susan Kimmel

Federal Grant #: H158K10006

Project Coordinator:

Transition Institute #: 311

Contact Person:
Susan Kimmel

Project Start Date: 10/1/91

Mailing Address:
National Center for Disability Services
201 IU Willets Road
Albertson, NY 11507

Project End Date: 9/30/94

Telephone#: 516-747-5400

Geographic Area Served:
Suburban area within the State of New York
(Population 10,000-50,000)

Fax #: 516-747-5378

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to teach high school special education students how to manage resources available from home, school and community so they can achieve postsecondary goals.

Expected Outcomes:

1. Curriculum in self-determination developed and implemented in six school districts.
2. Mentoring program for students.
3. Work Experience program for students.
   a) visits to employers
   b) internship/work experience
   c) summer employment
   d) Career Day events
4. Staff development.

Approach Used to Reach Expected Outcome

A curriculum in self-determination skills is being implemented. A mentor program is underway at one site and is about to begin in a second high school. Other upcoming activities include Career Exploration Day, Adult Service info. forum and other work-related activities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 40 Female : 40

Ethnicity of Target Population:

Asian, African-American, Hispanic, White.

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Specific Learning Disability	65	12-17
Cerebral Palsy	10	12-17
Spina Bifida	5	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	80
Families	80
Adult Service Providers	10
Special Education Personnel	20

PROJECT A.C.E.S.—NATURAL SUPPORTS IN THE WORKPLACE: AN ENHANCEMENT OF AN EXISTING SUPPORTED EMPLOYMENT PROGRAM SERVING YOUTH WITH PSYCHIATRIC DISABILITIES

Project Title:
Project A.C.E.S.—Natural Supports in the Workplace: An Enhancement of an Existing Supported Employment Program Serving Youth with Psychiatric Disabilities

Project Director:

Project Coordinator:

Contact Person:
Robert Gervey

Mailing Address:
Soundview Throgs Neck CMHC
2527 Glebe Avenue
Bronx, NY 10461

Telephone#: 212-904-4418

Fax #: 212-931-7307

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P20008

Transition Institute #: 323

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
Information not available

SpecialNet User ID #: N/A

Project Purpose:

The proposed project will be designed as a controlled clinical/research program using random assignment of subjects to evaluate the effectiveness of two models of supported employment (job coach vs. natural supports) to a sheltered workshop program based on traditional vocational mental health rehabilitation procedures.

Expected Outcomes:

The project proposes to develop and evaluate supported employment programs for youth with psychiatric disabilities.

Approach Used to Reach Expected Outcome

The proposed program intends to expand and improve an existing supported employment program by developing and implementing a second, alternative model of supported employment known as the "natural supports in the workplace" model, which could be compared to the job coach model currently administered by the program. The proposed program will result in an additional 200 persons being screened by the existing program, and an additional 100 persons being enrolled in the program's one month evaluation program. An additional 60 persons will enter into the study, meaning that instead of 72 persons being assigned to one of two treatment programs as had been originally planned, 132 persons would be assigned to one of three treatment programs and followed-up. The proposed program will develop a supported employment program using natural supports in the workplace by combining the therapeutic elements of the supported employment programs with those of social skills training and intensive case management programs found to be effective with severely emotionally disturbed clients.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

THE SECONDARY AND TRANSITION SERVICES FOR YOUTH WITH DISABILITIES PROGRAM

Project Title:
The Secondary and Transition Services for Youth with Disabilities Program

Project Director:
Debra Colley

Project Coordinator:

Contact Person:

Mailing Address:
New York State Education Department
Room 1613
One Commerce Plaza
Albany, NY 12234

Telephone#: 518-473-4381

Fax #: 518-473-6073

E-Mail: N/A

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D20006

Transition Institute #: 326

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
The State of New York

SpecialNet User ID #: N/A

Project Purpose:

This project is designed to complement and expand the current program in transition services to include youth with disabilities who have dropped out of school. Specifically, the proposed project will implement a lifelong learning model to identify, recruit, train, and place youth with disabilities who have dropped out of the secondary school system.

Expected Outcomes:

To ensure the provision of transition and vocational services, follow-up and support for students who have left the educational system prior to age 21.

Approach Used to Reach Expected Outcome

1. Implement strategies to identify students who have dropped out of special education programs;
2. Develop community-based approaches to the recruitment of students into the transition program;
3. Coordinate existing adult education, job training, adult services, special education and employment placement to provide appropriate transition programs in integrated, age-appropriate settings for youth with disabilities who are under the age of 21;

4. Place and provide support to youth with disabilities in integrated employment settings, postsecondary education, or adult services consistent with the transition program;
5. Validate the demonstration model and replicate the project in targeted urban transition regions in the State.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

7

ACCESS TO EMPLOYMENT: CAREER PLACEMENT OPPORTUNITIES FOR COLLEGE STUDENTS WITH DISABILITIES

Project Title:
Access to Employment: Career Placement Opportunities for College Students with Disabilities

Competition #: 84.078C
(Postsecondary Demonstration Projects)

Project Director:
Craig Michaels

Federal Grant #: H078C20036

Transition Institute #: 338

Project Coordinator:

Project Start Date: 9/1/92

Contact Person:

Project End Date: 8/31/95

Mailing Address:
National Center for Disability Services
201 I. U. Willets Rd., West
Albertson, NY 11507-1599

Telephone#: 516-747-5400 Ext. 1330

Geographic Area Served:
Information not available

Fax #: 516-747-2046

SpecialNet User ID #: N/A

E-Mail: N/A

Project Purpose:

The purpose of the Access to Employment program is to develop a service delivery model which will enhance the role and capacity of career placement offices at four-year colleges and universities to provide pre-employment and employment opportunities for students with disabilities.

Expected Outcomes:

This model will offer employment-related training to staff at colleges and universities and recruiters from major national corporations; and establish linkages between state vocational rehabilitation offices, career services, placement offices, disabled student service offices and corporations to maximize placement opportunities for college students with disabilities.

Approach Used to Reach Expected Outcome

1. To train at least ten recruiters and EEO personnel from major national corporations and 25 campus-based career service providers, placement personnel, faculty and disabled student service providers each year about the practices and procedures for facilitating the employment of persons with disabilities.
2. To enhance the career experiences of college students with disabilities as demonstrated by ratings of at least 80% of students with disabilities served who

indicate that their career experiences have been enhanced as a result of their participation in a comprehensive program of career awareness.

3. To increase significantly the job placement of students with disabilities at participating colleges through the active involvement of campus-based career service personnel, placement personnel and disabled student service providers as well as through the active recruitment of these individuals by business and industry.
4. To establish a Project Steering Committee.
5. To establish a Business Advisory Council.
6. To develop a National Resume Database for students with disabilities.
7. To provide technical assistance.
8. To conduct an evaluation of project activities and outcomes.
9. To disseminate project findings and the project model to appropriate audiences.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

THE DEVELOPMENT OF RESOURCES FOR CAREER PLACEMENT PROGRAMS FOR COLLEGE STUDENTS WITH DISABILITIES

Project Title:
The Development of Resources for Career Placement Programs for College Students with Disabilities

Project Director:
Mike Van Ryn

Project Coordinator:
Ann Marie Haase

Contact Person:
Ann Marie Haase

Mailing Address:
New York State Education Department
Office of Quality Assurance—CEC 9D37
Albany, NY 12084

Telephone#: 518-486-2752

Fax #:

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20024

Transition Institute #: 342

Project Start Date: 10/1/92

Project End Date: 9/30/94

Geographic Area Served:
State of New York

SpecialNet User ID #: N/A

Project Purpose:

To enhance the role and capacity of postsecondary career development and placement staff who arrange pre-employment opportunities for college students with disabilities and their subsequent employment in integrated settings.

Expected Outcomes:

Besides increasing accessibility for the approximately 20,000 college students with disabilities to career counseling and placement and other career-related support services currently available to other college students, the Department expects an increase in the number of college students with disabilities obtaining and maintaining employment as a result of receiving such services. Additionally, the Department expects that the connections between career development and placement offices and offices providing services to students with disabilities will be strengthened; that approximately 250 staff members from the career development and placements offices in the State's 250 degree-granting postsecondary institutions will be trained to work with college students with disabilities; that a self-sustaining interactive training program for college faculty and staff and career development and placement staff will be developed; and that an electronic communications network which will include referral services will be established.

Approach Used to Reach Expected Outcome

During the first year of this project, the Department through a college and a university will produce a self-sustaining interactive inservice training and orientation program for career development and placement staff, college faculty, and other staff. In the second year, 250 college development and placement staff will be trained statewide through regional sessions. The Department will establish an electronic communications network which will include referral services.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

ENABLING FUTURES PROJECT: UTILIZING FAMILY & COMMUNITY NETWORKS

Project Title:
Enabling Futures Project: Utilizing Family & Community Networks

Project Director:
Susan Brody Hasazi

Project Coordinator:

Contact Person:

Mailing Address:
University of Vermont
Department of Special Education
405A Waterman Building
Burlington, VT 05405-0160

Telephone#: 802-656-2936

Fax #: 802-656-1357

E-Mail: N/A

Competition #: 84.158S
(Family Networking Project)

Federal Grant #: H158S00001

Transition Institute #: 260

Project Start Date: 6/1/90

Project End Date: 5/31/93

Geographic Area Served:
State of Vermont

SpecialNet User ID #: N/A

Project Purpose:

To develop, implement, and evaluate a model for utilizing family and community networks to assist in planning for and achieving successful transitions from school to adult life.

Expected Outcomes:

Following evaluation, dissemination processes will include workshops and conferences in most of Vermont's school districts, collaboration with advocacy groups, and submission of project results to relevant professional national conferences and journals.

Approach Used to Reach Expected Outcome

Enabling Future Teams will be formed centering around 25 students with disabilities and their families. Each team will include family members, the student, one educator, one adult service provider, one peer without a disability, and appropriate community members. The project will also collaborate with the Vermont Information and Training Network to develop materials, workshops, information and referral services. A curriculum will be developed, implemented, evaluated, and disseminated to promote self-advocacy and self-determination skills for students with disabilities who are facing secondary transitions. This program will be taught to integrated classrooms for students with and without disabilities, including the 25 target students.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Specific Learning Disability	10	12-Adult
Mental Retardation	30	12-Adult
Serious Emotional Disturbance	20	12-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Parents	150
Teachers	22
Postsecondary Faculty	3
Agency Personnel	22
Project Personnel	6

EMPLOYMENT AS A GRADUATION GOAL

Project Title:
Employment as a Graduation Goal

Project Director:
Marc Hull

Project Coordinator:
Timothy Flynn

Contact Person:
Susan Brody Hasazi

Mailing Address:
University of Vermont
Department of Special Education
405A Waterman Building
Burlington, VT 05405

Telephone#: 802-656-2936

Fax #: N/A

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N00024

Transition Institute #: 266

Project Start Date: 7/1/90

Project End Date: 6/30/93

Geographic Area Served:
State of Vermont

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this proposed project, "Employment as a Graduation Goal," is to facilitate collaborative efforts related to overall school improvement/school restructuring at the local level in order to improve the educational opportunities and outcomes for all students, including those with disabilities.

The project has identified seven Vermont high schools engaged in school improvement/restructuring efforts. Each high school will receive technical assistance through the University of Vermont and other resources in a variety of areas including team building and collaborative planning, transition planning, community and employment service development, and additional areas of need targeted by individual districts.

Expected Outcomes:

1. Develop and implement exemplary vocational and employment opportunities in seven selected model high school sites which reflect promising practices in planning, curriculum and program design.
2. Participate on School Improvement Challenge Teams in the seven model site high schools to collaborate in the design of high school curriculum, programs and experiences which lead to improved post-school employment outcomes for students with handicaps.

3. Establish Family Transition Advisory Councils in each of the model sites to solicit guidance from families/students on the development of services which result in successful employment following graduation or exit from high school.
4. Establish local-level agreements between the seven model schools and associated adult services agencies to ensure that graduates continue in, or move directly into, competititve or supported work without interruption of services or supports following exit from high school and maintain employment over time.
5. Increase the number of employers who provide paid work experiences to students during high school and competitive and supported employment opportunities to exiters/graduates.
6. Evaluate the project to determine overall impact.
7. Disseminate information on project processes and outcomes to state and national audiences.

The number of handicapped students who are employed directly after high school and who stay employed over time will increase as a result of this project. Information on project processes and outcomes will be disseminated to state and national audiences.

Approach Used to Reach Expected Outcome

The School Improvement Challenge Teams formed at the six high schools selected as model demonstration sites will collaborate in the design of curriculum, programs and experiences which lead to improved post-school employment outcomes. Family Transition Advisory Councils will be established to solicit guidance from families on service development. Local-level agreements will be established between the 6 model schools and adult service agencies to ensure that graduates continue in or move into competitive or supported work.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Total of 75 (gender breakdown not available)

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	25	
Communication Disorder	10	
Specific Learning Disability	30	
Mental Retardation	50	Information not available
Multiple Disabilities	3	
Speech or Language Impairment	10	
Traumatic Brain Injury	2	
Economically Disadvantaged	10	

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Parents	100
Agency personnel	100
Business/industry personnel	50
Teachers	400-500
Project personnel	15

SUMMARY OF EXPIRED PROJECT PROFILES IN REGION I

Six projects expired during 1992 in Region I, the Northeast region. Only three of these projects returned expired project questionnaires. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

These projects described the focus of their continuation activities after the expiration of federal funding. These efforts include expansion of involvement of participants, technical assistance for data collection and utilization, manuscript publication, training and job placement.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include pre-employment training, vocational training, improvement in data processing turnaround for improved program planning, job placement, continuation of statewide follow-up/follow along system for monitoring employment,community living, and other measures for students in special education.

PROJECT PRODUCTS

Projects listed products developed during their funding period: dissemination materials, Vermont's post-school indicators, brochures, and audiovisual material.

DESIGN OF A SECONDARY TRANSITION FOLLOW-UP/ FOLLOW-ALONG TRACKING SYSTEM

Project Title:
Design of a Secondary Transition
Follow-up/Follow-Along Tracking System

Competition #: 84.158R

Contact Person: John Quinn

Transition Institute #: 223

Mailing Address:
The Easter Seal Society of Connecticut
P.O. Box 100
Jones Road
Hebron, CT 06248

Project End Date: 6/30/92

Telephone#: 203-228-9438

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

FOLLOWING THE LIVES OF YOUNG ADULTS WITH DISABILITIES IN NEW HAMPSHIRE

Project Title:
Following the Lives of Young Adults
with Disabilities in New Hampshire

Competition #: 84.158R

Contact Person: Stephen Lichtenstein

Transition Institute #: 205

Mailing Address:
4 Hood House
University of New Hampshire
Durham, NH 03824

Project End Date: 8/31/92

Telephone#: 603-862-4190

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

THE DEVELOPMENT AND VALIDATION OF COWORKER SUPPORT MODELS FOR STUDENTS TRANSITIONING FROM SCHOOL TO INTEGRATED ADULT LIVES

Project Title:
The Development and Validation of Coworker Support Models for Students Transitioning from School to Integrated Adult Lives

Competition #: 84.158N

Contact Person: Patty Cotton

Transition Institute #: 235

Mailing Address:
Project School to Work
4 Hood House
University of New Hampshire
Durham, NH 03824

Project End Date: 8/31/92

Telephone#: 603-862-4196

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

COMPETE

Project Title:
COMPETE

Competition #: 84.078C

Contact Person: William Mann

Transition Institute #: 244

Mailing Address:
Center for Therapeutic Applications
of Technology
SUNY-Buffalo
515 Stockton Kimball Tower
Buffalo, NY 14214

Project End Date: 8/31/92

Telephone#: 716-829-3141

Current Focus of Project Continuation Activities:

1. New program funded by state VR agency picks up where COMPETE left off.
2. New RSA grant further refines COMPETE model, focusing on persons with TBI.

Project Components Being Continued / Contact Person / Agency:

No information available.

Project Products:

1 manuscript published, 1 under review:

Mann, W. C., & McKinley, J. (1991). Preparation of persons with cognitive disabilities for employment: Learning keyboarding skills. Occupational Therapy Practice, 2(3), 51-61.

Mann, W. C., & Svorai, S. B. (n.d.). COMPETE: A model for vocational evaluation training, employment and community integration for persons with cognitive impairments. Manuscript submitted for publication.

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POSTSECONDARY PROGRAM FOR ADULTS WITH MILD AND MODERATE DISABILITIES

Project Title:
Postsecondary Program for Adults
with Mild and Moderate Disabilities

Competition #: 84.078C

Contact Person: Alan Doyle

Transition Institute #: 245

Mailing Address:
Board of Cooperative Educational
Services of Nassau County
Valentines Road & The Plain Road
Westbury, NY 11590

Project End Date: 7/31/92

Telephone#: 516-997-8700 Ext. 370

Current Focus of Project Continuation Activities:

Training and Job Placement
Expansion of involvement of Business Advisory Council
Identifying new emerging job opportunities in the area
Training of Businesses in accommodation

Project Components Being Continued / Contact Person / Agency:

1. Intake/Eligibility / Denise Marcel / Nassau BOCES
2. Vocational Training
3. Pre-Employment Training
4. Job Placement
5. Business Advisory Council

Project Products:

Brochure - Brochure
Video Tape - Video

VERMONT POST-SCHOOL INDICATORS FOR PROGRAM IMPROVEMENT PROJECT

Project Title:
Vermont Post-School Indicators for
Program Improvement Project

Competition #: 84.158R

Contact Person: Susan Brody Hasazi

Transition Institute #: 207

Mailing Address:
405A Waterman Building, Department
of Special Education
University of Vermont
Burlington, VT 05405

Project End Date: 6/92

Telephone#: 802-656-2936

Current Focus of Project Continuation Activities:

The Post-School Indicators Project has just completed its fourth year of follow-up data collection. Each of the 30 participating Supervisory Unions received data profiling their data, as well as aggregate data for all state participants.

It is anticipated that 35-40 school districts will participate in the fifth year of PSI. Each of these districts will receive technical assistance for the data collection and utilization. All school districts (57 Supervisory Unions) will be contacted and encouraged to participate. In addition, statewide participant data will be compiled for the past four years and be disseminated to state agencies for program planning.

Project Components Being Continued / Contact Person / Agency:

1. Continuation of statewide follow-up / follow along system for monitoring employment, community living and other measures for students in special education / Susan Brody Hasazi, Richard Schattman / State Department of Education through its statewide Transition Project
2. Expansion of statewide technical assistance network to school districts for utilization of PSI data / Susan Brody Hasazi, Richard Schattman / State Department of Education through its statewide Transition Project in conjunction with University of Vermont
3. Expansion of activities to nonparticipating school within Vermont / Susan Brody Hasazi, Richard Schattman / State Department of Education through its statewide Transition Project in conjunction with University of Vermont
4. Improvement in data processing turnaround for improved program planning / Susan Brody Hasazi, Richard Schattman / State Department of Education through its statewide Transition Project in conjunction with University of Vermont

Project Products:

Replication Manual - Dissemination Materials
Other - "Vermont's Post-School Indicators: Using Satisfaction & Post-School Data for Program Improvement" (chapter in Transition from School to Adult Life)

SUMMARY OF REGION II PROJECT PROFILES

REGIONAL PROFILE

Region II, the Mid-South region, is composed of eight states and the District of Columbia: Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and Washington DC. The 11 current projects in Region II are located in Kentucky (n=1), Maryland (n=2), South Carolina (n=1), Tennessee (n=1), Virginia (n=2), and Washington, DC (n=4). Competitions represented are Postsecondary Demonstration Projects (84.078C), Self-Determination Projects (84.158K), Training and Employment Projects (84.158N), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q).

GEOGRAPHIC AREA SERVED

Of the 11 current projects, three indicate serving a region within a state, three indicate serving a statewide area, and three indicate serving the nation. The remaining projects report serving a city of more than 100,000 people and a county, respectively.

PRIMARY GRANTEE

Four private, non-profit service agencies, two consumer/advocacy organizations, one university, one professional organization, one community college, and one state education agencies received grant awards. One other public organization also was awarded a grant under this competition.

PROJECT PARTICIPANTS

In the target population, 57% have a specific learning disability, and 18% have multiple disabilities. The remainder demonstrate the following disabilities: autism, serious emotional disturbance, deafness, dropouts, hearing impairment, mental retardation, cerebral palsy, spinal bifida, epilepsy, traumatic brain injury, orthopedic impairment, language disorder, and visual impairment including blindness.

Seven projects have reported the number of individuals receiving direct training or service through project activities: 435 individual with special needs, 469 families, 1,172 project and agency personnel, 1,309 education personnel, 14 parents, and 83 service delivery system personnel.

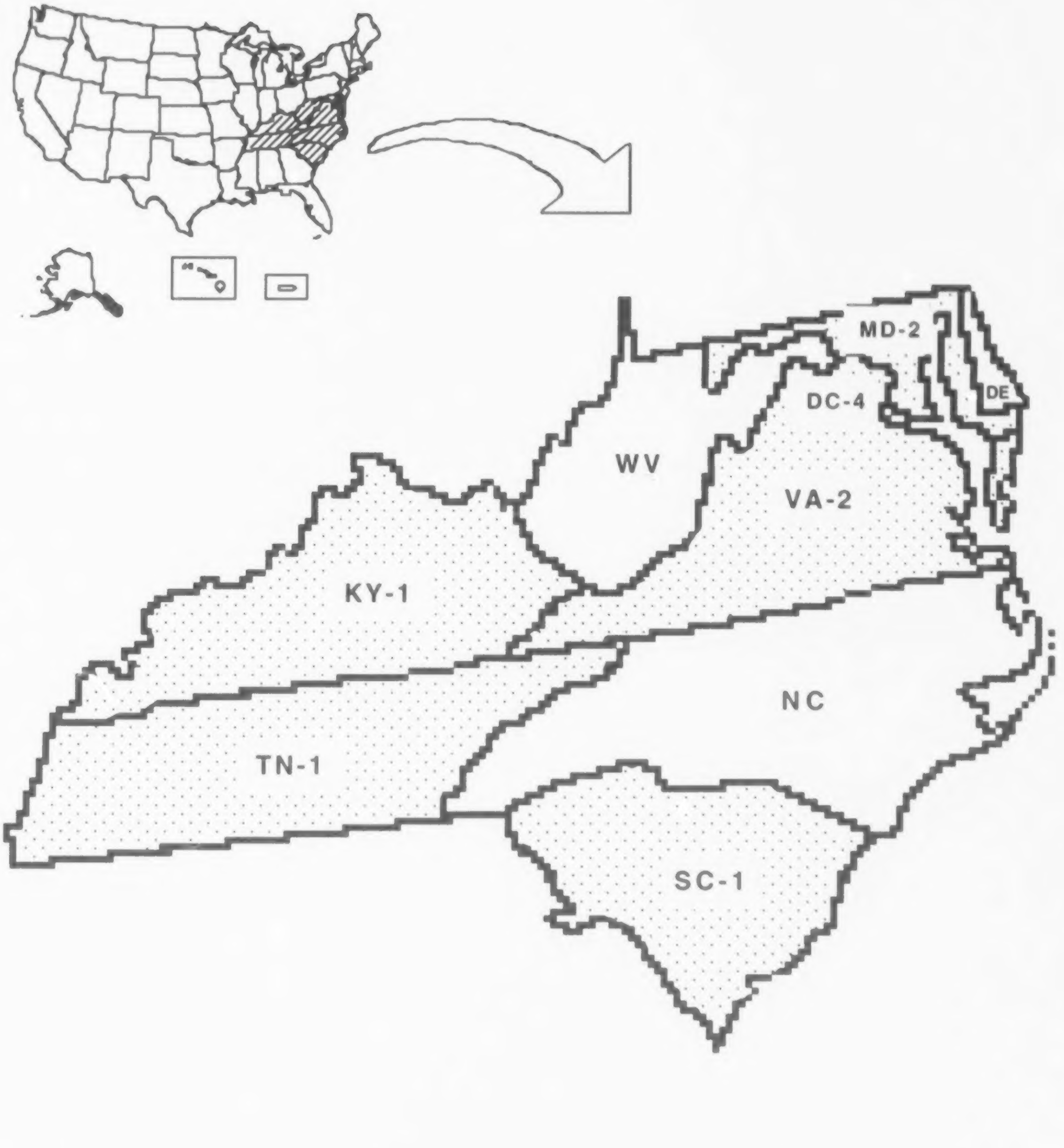
COOPERATING AGENCIES

Five projects report cooperation with universities, five with non-profit service agencies, and five with local education agencies. Three projects report cooperation with state education agencies, two projects are working with community colleges, and two projects are working with mental health/developmental disabilities agencies. One project is working with for-profit agencies, one with university affiliated programs, one with a consumer/advocacy organization, one with a rehabilitation agency, and one with an independent living center. Three projects report cooperation with other organizations.

Geographic Distribution of Model Demonstration Projects in Region II: Mid-South

as of July 1993

(N = 11)


MD-2
DE
DC-4
WV
VA-2
KY-1
NC
TN-1
SC-1

░ Shading indicates states where projects are located.

Number indicates number of projects

STATEWIDE TRANSITION & FACILITATION PROJECT
(STAF PROJECT)

Project Title:
Statewide Transition & Facilitation
Project (STAF Project)

Project Director:
Beth Maguire

Project Coordinator:
Ron Harrison

Contact Person:
Ron Harrison/Beth Maguire

Mailing Address:
University of Kentucky
113 Mineral Industries Building
Lexington, KY 40506

Telephone#: 606-257-8104

Fax #: N/A

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N00029

Transition Institute #: 268

Project Start Date: 8/01/90

Project End Date: 8/30/93

Geographic Area Served:
State of Kentucky

SpecialNet User ID #: N/A

Project Purpose:

To plan, implement, evaluate, and disseminate information regarding a statewide service delivery system for the transition of special education students.

Expected Outcomes:

The project will result in the implementation of successful community-based transition services.

Approach Used to Reach Expected Outcome

National and state level transition specialists will expand a statewide transition initiative. The project will further statewide availability of integrated, community-based adult service support systems in each local community. Activities will be pursued at the state and local level to market the benefits for employers of providing training and job placement opportunities for students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

SELF-DETERMINATION PROGRAM FOR TRANSITIONING YOUTH IN PRINCE GEORGE'S COUNTY

Project Title:
Self-Determination Program for
Transitioning Youth in
Prince George's County

Project Director:
Sherry Smith

Project Coordinator:
Jack E. Campbell

Contact Person:
Jack E. Campbell

Mailing Address:
Prince George's County
Private Industry Council, Inc.
1802 Brightseat Road
Landover, MD 20785

Telephone#: 301-386-5522

Fax #: N/A

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K00032

Transition Institute #: 273

Project Start Date: 9/01/90

Project End Date: 8/31/93

Geographic Area Served:
County within the State of
Maryland

SpecialNet User ID #: N/A

Project Purpose:

To develop a model program identifying and demonstrating teaching methods and strategies necessary for self-determination in young adults with disabilities transitioning and exiting from the school system to adult life.

Expected Outcomes:

The expected outcomes are: a forum for transitioning youth with orthopedic disabilities, and their families, to express their self-determination education and training needs; the presence of an adult model to each youth; training in decision making, advocacy, assertiveness, and self-empowerment skills; training of school, vocational, and rehabilitation staffs on the promotion of self-determination skills; dissemination of the model for replication.

Approach Used to Reach Expected Outcome

Adults with disabilities will serve as role models and mentors, on a one-to-one basis, for the participating youths in the program. The program will take place in community-based experiential learning situations. One component of the program is directed to assisting school personnel and families to understand the concept of self-determination and its impact on adult life decision-making.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Information not available.		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Information not available.	

PLANNED ASSISTIVE TECHNOLOGY HABILITATION SERVICES: PATHS

Project Title:
Planned Assistive Technology Habilitation Services: PATHS

Project Director:
Richard G. Luecking

Project Coordinator:

Contact Person: Richard G. Luecking

Mailing Address:
TransCen, Inc.
451 Hungerford Dr. #700
Rockville, MD 20850

Telephone#: 301-424-2002

Fax #: 301-251-3762

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10014

Transition Institute #: 278

Project Start Date: 10/1/91

Project End Date: 9/30/94

Geographic Area Served:
Region within the State of Maryland

SpecialNet User ID #: N/A

Project Purpose:

To assist transitioning youth who have severe physical disabilities by providing assistive-technology coordination, family supports, and worksite technology evaluation.

Expected Outcomes:

To successfully improve placement rates in employment with required assistive devices.

Approach Used to Reach Expected Outcome

Thirty-six young adults with severe physical disabilities who are experiencing transition will receive: (1) logistical/psychological support regarding assistive devices; (2) an Individualized Assistive Technology Transition Plan; (3) coordination of assistive technology resources; and (4) employment experiences with assessment of assistive technology needs. Multiple case study design research methodology will be incorporated into the project to study the viability of the model and analyze the critical variables impacting on technology transfer and employment for transitioning youth with severe physical disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American, Asian, African American, Hispanic, White

Level of Severity of Target Population:

Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Cerebral Palsy	13	12-17
Spina Bifida	10	12-17
Traumatic Brain Injury	2	--
Orthopedic Impairment	8	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	36
Families	36
Employers	100

POSTSECONDARY EDUCATION PROGRAM FOR HANDICAPPED PERSONS

Project Title: Postsecondary Education Program for Handicapped Persons	Competition #: 84.078C (Postsecondary Demonstration Project)
Project Director: Edward F. Duffy	Federal Grant #: H078C00037
Project Coordinator: Deborah L. Gladden	Transition Institute #: 250
Contact Person: Deborah L. Gladden	Project Start Date: 9/01/90
Mailing Address: York Technical College 452 S. Anderson Road Rock Hill, SC 29732	Project End Date: 8/30/93
Telephone#: 803-327-8000	Geographic Area Served: Region within the State of South Carolina
Fax #: 803-327-8059	
E-Mail: N/A	SpecialNet User ID #: 1-576024198-A1

Project Purpose:

To support the postsecondary education of adults with handicaps in need of additional training to acquire and maintain stable employment.

Expected Outcomes:

Written information about the project will be disseminated to local, state, and national groups concerned with postsecondary support for the learning disabled.

Approach Used to Reach Expected Outcomes:

Objectives include: 1) recruitment, diagnosis and servicing of the learning disabled and other handicapped populations in the area; 2) provision of counseling and other services to enhance likelihood of program completion; 3) promotion of job training and placement; 4) establishment and maintenance of cooperative networks among area employers; 5) support of area employers in hiring, accommodating and retaining qualified disabled employees; 6) provision of regular follow-up activities; and 7) establishment of an advisory council.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 47 Female: 37

Ethnicity of Target Population:

American Indian/Native American, African-American, White

Level of Severity of Target Population:

Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Developmentally Delayed	8	18-adult
Dropouts	47	12-17
Hearing Impairment	3	18-adult
Specific Learning Disability	342	18-adult
Cerebral Palsy	2	18-adult
Epilepsy	2	18-adult
Traumatic Brain Injury	1	18-adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families	47
Adult Service Providers	33
Education Personnel	91
Employers	62
Job Coaches	3
Medical Personnel	4
Paraprofessionals	3
Peer/Co-workers	27
Rehabilitation Personnel	2
Special Education Personnel	15
Vocational Educators	4
Community Health	7
Community Mental Health	2
Community Recreation	2
Community Social Services	7

Local Education	23
State Development Disabilities	41
State Education	1

CONSUMERS HELPING STUDENTS TOWARDS SELF-DETERMINATION

Project Title:
Consumers Helping Students
Toward Self-Determination

Project Director:
Ruthie-Marie Beckwith

Project Coordinator:

Contact Person:
Ruthie-Marie Beckwith

Mailing Address:
2934 McNairy
Nashville, TN 37212-1211

Telephone#: 615-297-2734

Fax #: N/A

E-Mail: NA

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10010

Transition Institute #: 310

Project Start Date: 9/1/91

Project End Date: 8/31/94

Geographic Area Served:
State of Tennessee

SpecialNet User ID #: N/A

Project Purpose:

To develop a training program designed to identify and teach self-determination skills to transitional age youth with disabilities in high school settings.

Expected Outcomes:

The students involved in the project will have increased self-determination skills. A training manual will be developed that will be readily usable by individuals with disabilities, persons in untrained advisory positions, self-advocacy groups, and school-based personnel.

Approach Used to Reach Expected Outcome

Sixteen high school groups will be established consisting of both youth with disabilities and students without disabilities. High school groups will meet bi-weekly for two years to complete the training program. Self-determination skills related to self-assessment, self-expression, self-assertion, and self-evaluation will be taught by a cooperating teacher and an adult with a disability in two units relating to school and to community. Instruction will consist of 36 in-class lessons and of external assignments with the school and community to promote generalization. Students due to graduate or age out of the system will be assisted with transition to an adult self-advocacy chapter in their community.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

VOCATIONAL OPTIONS PROJECT

Project Title:
Vocational Options Project

Project Director:
Katherine Inge/Dr. Paul Wehman

Project Coordinator:

Contact Person: Katherine Inge

Mailing Address:
Virginia Commonwealth University
Box 2011 VCU/RRTC
1314 W. Main St.
Richmond, VA 23284-2011

Telephone#: 804-367-1851

Fax #: 804-367-2193

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N00051

Transition Institute #: 269

Project Start Date: 7/1/90

Project End Date: 7/1/93

Geographic Area Served:
Region within the State of Virginia

SpecialNet User ID #: N/A

Project Purpose:

The Vocational Options Project is sponsored by a three-year, federally funded grant awarded to the Rehabilitation Research and Training Center on Supported Employment by the U.S. Department of Education. The project is designed to provide community-based vocational instruction and supported employment to students with severe disabilities. In its third year, the project has placed 25 students into community work sites where they have received practical hands-on work experiences. Students have been between the ages of 16-22 with a primary diagnosis of severe mental retardation and secondary diagnoses of autism, severe behavior disorders, visual impairments, other health impairments, and so forth. Project staff have systematically used applied behavior analysis techniques, single subject designs, and qualitative case studies to demonstrate that these students can learn vocational tasks and function successfully on real jobs. Information from this grant will be disseminated to transition programs, teachers, administrators nationally to facilitate employment outcomes for other students with severe disabilities.

Expected Outcomes:

Information not available—(See project purpose above)

Approach Used to Reach Expected Outcome

Information not available—(See project purpose above)

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

African American, White

Level of Severity of Target Population:

Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Multiple Disabilities	25	18-22

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	25
Families	25
Adult Service Providers	200
Education Personnel	1,200
Job Coaches	25
Rehabilitation Personnel	50

NEXT STEPS MULTI DISTRICT OUTREACH PROJECT

Project Title:
Next Steps Multi District Outreach Project

Project Director:
Deidre Hayden

Project Coordinator:
Linda McKelvy/Carolyn Beckett

Contact Person:
Deidre Hayden

Mailing Address:
Parent Educational Advocacy
Training Center
228 South Pitt Street, Suite 300
Alexandria, VA 22314

Telephone#:
703-836-2953

Fax #: 703-836-5869

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10033

Transition Institute #: 286

Project Start Date: 9/1/91

Project End Date: 8/31/93

Geographic Area Served:
State of Virginia

SpecialNet User ID #: N/A

Project Purpose:

To link two proven models of training and service delivery: 1) NEXT STEPS Model Project and 2) Parent Resource Centers; to establish a network of school district-based Transition Assistance Groups (TAGs) consisting of the parent/educator staff from Parent Resource Centers and a supported employment specialist. The T.A.G. Teams will provide training and assistance to students, parents, teachers, and adult service providers, to develop effective transition plans and strategies to ensure that students with disabilities are prepared to work/live within their communities. **Target**: Parents, students, teachers and adult service staff dealing with transition issues.

Expected Outcomes:

Virginia will have a network of 12 T.A.G. teams based in local Parent Resource Centers across the state, supported by multiple agencies, capable of providing expert training, support and information to teachers, parents, youth with disabilities, as well as adult service providers to plan transition services resulting in satisfactory community based work/living settings. The NEXT STEPS Multi-district Outreach model will be available for replication in Virginia and States beyond.

Approach Used to Reach Expected Outcome

Establish T.A.G. teams in 4 local school divisions throughout Virginia during each of the 3 project years (12 total) T.A.G.s will be prepared through "trainer of trainers" model to offer at least 4 workshops to their community within a year.

Project staff will offer ongoing inservice/Technical Assistance materials to the T.A.G.s throughout the year.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

African-American, Hispanic, White, Multi-ethnic

Level of Severity of Target Population:

Not specified

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Several Disabilities Addressed in One Project	350	12-adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	75
Families	186
Adult Service Providers	65
Special Education Personnel	109

PROJECT PARTNERSHIP

Project Title:
Project P*ART*nership

Project Director:
Carolyn DeMeyer Harris

Project Coordinator:
Phyllis Cunningham

Contact Person:
Carolyn DeMeyer Harris

Mailing Address:
VSA Educational Services
1331 F Street, NW, Suite 800
Washington, DC 20004

Telephone#: 202-628-2800

Fax #: 202-628-3812

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K00024

Transition Institute #: 270

Project Start Date: 10/01/90

Project End Date: 9/30/93

Geographic Area Served:
National

SpecialNet User ID #: N/A

Project Purpose:

To develop and enhance the self-determination and self-advocacy skills of young people with disabilities through participation in the arts.

Expected Outcomes:

- A curriculum that will be developed, pilot tested, refined, field tested, and disseminated as a Project P*ART*nership Instructional Kit;
- Increased expression and self-determination through improved self-esteem, self confidence, and peer relationships; and
- Increased exposure to the arts.

Approach Used to Reach Expected Outcome

The project will develop an arts curriculum to make arts education opportunities more accessible to youth with disabilities. It will provide training to school personnel, community artists and arts leaders, and parents to increase their understanding of the value of arts for students with disabilities. It will include suggestions for including arts experiences on a student's individual education plan (IEP). It will involve artists with disabilities as performers, trainers, role models, and mentors. It will promote continued use of the curriculum through incorporation into the existing arts curriculum of the school or community art center. In Year I, two high schools will serve as demonstration sites to develop the core curriculum for

Project P*ART*nership based on the model of self-determination through the arts. In Year 2, three additional demonstration sites (5 total) will pilot test the developed activities and support production of a videotape for the Instructional Kit. In Year 3, four additional demonstration sites (9 total) will field test the curriculum and develop a new set of activities for inclusion in the Instructional Kit. All demonstration sites will support the independent evaluation effort conducted during each year of the project.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 46 Female: 42

Ethnicity of Target Population:

African American, Hispanic, White

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	14	15-18
Developmentally Delayed	5	15-18
Specific Learning Disability	35	15-18
Mental Retardation	31	15-18
Cerebral Palsy	1	--
Spina Bifida	2	--

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	88
Single Parents	3
Education Personnel	18
Recreation Personnel-Artists	22
Special Education Personnel	15

THE CITY LIGHTS TRANSITION TO INTEGRATED POST-SECONDARY ENVIRONMENT RESEARCH PROJECT

Project Title: The City Lights Transition to Integrated Post-Secondary Environment Research Project

Project Director:
Bert L'Homme

Project Coordinator:
Paul Bucci

Contact Person: Gila Shusterman

Mailing Address:
Academy for Educational Development
1255 23rd St., NW
Washington, DC 20037

Telephone#: 202-862-1900

Fax #: 202-862-1947

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10018

Transition Institute #: 281

Project Start Date: 10/1/91

Project End Date: 9/30/94

Geographic Area Served:
City (Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to achieve a clear understanding of the transition to post-secondary environments made by youths after they leave City Lights School, a day-treatment program for emotionally disturbed adolescents.

Expected Outcomes:

This study will ascertain the effectiveness of the City Lights program in helping its students achieve competitive and supported employment, post-secondary education, vocational training, and community-based living alternatives. Furthermore, it will contribute to the knowledge of similar community-based programs and their effectiveness for providing services to severely emotionally disturbed, adjudicated, and high-risk urban minority youth.

Approach Used to Reach Expected Outcome

City Lights School is a community-based non-profit organization in Washington, DC, serving high-risk, minority youth. The City Lights project will study a different cohort of 50 (25) 16-21 year old minority youth who leave the program each year. The progress of these youth will be tracking at 6, 12, and 24 months following their departure from City Lights. These follow-up data will be studied to determine whether and to what extent enrollment at City Lights cultivates drug-free habits, psychological health, and vocational, functional and academic skills among at-risk youth.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 81 Female: 29

Ethnicity of Target Population:

Asian, African American, Hispanic

Level of Severity of Target Population:

Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Multiple Disabilities	110	12-adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	110
Adolescent Parents	11
Case Managers	7
Paraprofessionals	4
Recreation Personnel	1
Special Education Personnel	10
Vocational Educators	1

BRIDGES...FROM SCHOOL TO WORK

Project Title:
Bridges...from school to work

Project Director:
Mark R. Donovan

Project Coordinator:
LaVerne Buchanan-Washington, D.C.
Vera Robles DeWitt-Los Angeles

Contact Person:

Mailing Address:
Marriott Foundation for People
with Disabilities
Marriott Drive, Department 901.10
Washington, D.C. 20058

Telephone#: 301-380-7771

Fax #: 301-380-8973

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10019

Transition Institute #: 289

Project Start Date: 9/1/91

Project End Date: 8/31/94

Geographic Area Served:
National

SpecialNet User ID #: 1-52-1655740

Project Purpose:

The purpose of this project is to replicate the Marriott Foundation's "Bridges" transition model in Washington, D.C. and Los Angeles, CA.

Expected Outcomes:

The Bridges program expects to place a minimum of 30 students per cycle into competitively-paid, supported internships at each of the two sites covered by this grant. Of the 101 students participating in this grant year, a minimum of 90 are expected to be placed.

Approach Used to Reach Expected Outcome

To achieve these outcomes, the Bridges model provides:

1. work orientation training to youth and their families;
2. training for managers and co-workers to learn about people with disabilities in the workplace;
3. on-site technical assistance provided by professional staff who have been trained to assist employers and young adults through the employment process.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 70 Female: 31

Ethnicity of Target Population:

African-American, Hispanic, White

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Distrubance	3	12-17
Deafness	8	12-17
Hearing Impairment	2	12-17
Specific Learning Disability	60	12-17
Mentally Retardation	16	12-17
Multiple Disabilities	5	12-17
Cerebral Palsy	1	12-17
Epilepsy	1	12-17
Orthopedic Impairment	1	12-17
Language Disorder	1	12-17
Visual Impairment including Blindness	3	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	101
Families	175
Case Managers	10
Employers	300
Peer/Co-workers	100

SERVICES FOR STUDENTS WITH DISABILITIES IN COMMUNITY COLLEGES

Project Title:
Services for Students with Disabilities in Community Colleges

Project Director:
Lynn Barnett

Project Coordinator:

Contact Person:
Lynn Barnett

Mailing Address:
American Association of Community Colleges
One Dupont Circle #410
Washington, DC 20036

Telephone#: 202-728-0200

Fax #: 202-833-2467

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10024

Transition Institute #: 300

Project Start Date: 10/1/91

Project End Date: 9/30/93

Geographic Area Served:
National

SpecialNet User ID #: N/A

Project Purpose:

This project is designed to collect and disseminate current information on programs and services for individuals with disabilities in community colleges, to publicize issues related to those programs, to build a database of information, and to serve as a resource center for those programs.

Expected Outcomes:

Outcomes include increased awareness of programs and services for individuals with disabilities at community colleges.

Approach Used to Reach Expected Outcome

1. Production and distribution of Directory of Disability Support Services in Community Colleges.
2. Production and distribution of monograph of successful programs.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : N/A Female : N/A

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, Pacific/Native Hawaiian, White, Multi-ethnic.

Level of Severity of Target Population:

N/A

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
N/A		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
N/A	

SUMMARY OF EXPIRED PROJECT PROFILES IN REGION II

Five projects expired during 1992 in Region II, the Mid-South region. Four of these projects returned expired project questionnaires. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

These projects described the focus of their continuation activities after the expiration of federal funding. These efforts include further statistical analyses of follow-along/follow-up data, dissemination of the results of the data analyses through appropriate forums, coordination of activities with a state transition project, and dissemination of resource manuals locally and nationally.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include follow-up, program refinement/revision, referral, agency coordination, curriculum modification, limited consultation for school systems, parents and individual with disabilities, and continued consultation for faculty and staff.

PROJECT PRODUCTS

Projects listed products developed during their funding period: transition plans, telephone follow-up surveys, secondary special education, philosophy statement on transition planning and programming, project questionnaire, interviewer's guide, and resource manual.

DELAWARE TRANSITION FOLLOW ALONG TRACKING SYSTEM

Project Title:
Delaware Transition Follow Along
Tracking System

Competition #: 84.158R

Contact Person: Martha Brooks

Transition Institute #: 224

Mailing Address:
Department of Public Instruction
P.O. Box 1402
Dover, DE 19903

Project End Date: 8/31/92

Telephone#: 302-739-4667

Current Focus of Project Continuation Activities:

N/A

Project Components Being Continued / Contact Person / Agency:

Follow Up / Martha Brooks / Department of Public Instruction

Project Products:

Project Developed Instruments - Transition Plan/Exit Information Form
Project Developed Instruments - Telephone Follow Up Survey
Project Developed Instruments - Secondary Special Education Philosophy Statement on Transition Planning & Programming
Project Developed Instruments - DE Transition Project Tracking System Software & Manual

TRANSITION SERVICES FOR HANDICAPPED YOUTH

Project Title:
Transition Services for Handicapped Youth

Contact Person: Shelley Cohen

Mailing Address:
Research Department
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Telephone#: 502-473-3036

Competition #: 84.158R

Transition Institute #: 204

Project End Date: 9/30/92

Current Focus of Project Continuation Activities:

1. Further statistical analyses of follow-along/follow-up data to determine relationships among inschool variables with observed outcomes.
2. Dissemination of the results of these analyses through appropriate forums.
3. Conference with key district personnel re: recommendations for program improvement based upon final rep.

Project Components Being Continued / Contact Person / Agency:

1. Follow-up / Shelley Cohen / District Public High Schools Research Department
2. Program Refinement Revision / James Metcalf / Division of Instructional Programs
3. Referral / Patricia Ernst / Division of Instructional Programs

Project Products:

Project Developed Instruments - Project Questionnaire
Training Manual - Interviewer's Guide
Replication Manual - The ECE Transition Follow-up Project Handbook

POWER OPTIONS FOR WORK, EDUCATION, AND RECREATION

Project Title: Power Options for Work, Education, and Recreation	Competition #: 84.158N
Contact Person: Melanie Mattingly, Kay Holjes	Transition Institute #: 234
Mailing Address: Employment Opportunities, Inc. 3522 Haworth Dr. Suite 101 Raleigh, NC 27609	Project End Date: 9/30/92

Telephone#: 919-782-8346

Current Focus of Project Continuation Activities:

Disseminate resource manuals locally and nationally
Coordinate with state transition project
Four speaking engagements scheduled at conferences

Project Components Being Continued / Contact Person / Agency:

1. agency coordination / Penny Vagle / LEA
2. referral / Penny Vagle / LEA
3. tour and trial of employment sites / Penny Vagle / LEA
4. dissemination of resource manuals / Arlene Stewart / VR
5. curriculum modification / Penny Vagle / LEA

Most major components were performed jointly by project and LEA, and therefore will be continued through LEA. The state's federal transition grant, awarded 10/92, will also be instrumental in information dissemination.

Project Products:

Parent Handbook - From Education to Employment: A Resource Manual

SOUTHERN APPALACHIAN TRANSITION EDUCATION PROJECT

Project Title:
Southern Appalachian Transition
Education Project

Competition #: 84.078C

Contact Person: Raymond Ledford

Transition Institute #: 246

Mailing Address:
90 McKee Building
Western Carolina University
Cullowhee, NC 28723

Project End Date: 8/31/92

Telephone#: 704-227-7170

Current Focus of Project Continuation Activities:

Dissemination of Resource Directory

Project Components Being Continued / Contact Person / Agency:

1. Limited consultation for school systems, parents and individuals with disabilities / Carol M. Mellen / Western Carolina University Student Support Services
2. Continued consultation for faculty and staff at Western Carolina University / Carol M. Mellen / Western Carolina University Student Support Services

Project Products:

Project Developed Instruments - Next Step Resource Directory

POSTSECONDARY EDUCATION DEMONSTRATION PROGRAM FOR LEARNING DISABLED PERSONS

Project Title:
Postsecondary Education Demonstration
Program for Learning Disabled Persons

Competition #: 84.078C

Contact Person: Jane O. Rochester

Transition Institute #: 247

Mailing Address:
Central Piedmont Community College
Special Services, P.O. Box 35009
Charlotte, NC 28235

Project End Date: 8/31/92

Telephone#: 704-342-6556 or 6552

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

SUMMARY OF REGION III PROJECT PROFILES

REGIONAL PROFILE

Region III, the South Atlantic region, is composed of nine states--Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas--as well as Puerto Rico and the Virgin Islands. The 13 current projects in Region III are distributed as follows: Alabama (n=1), Arkansas (n=2), Florida (n=2), Georgia (n=1), Louisiana (n=1), Mississippi (n=2), New Mexico (n=1), and Texas (n=3). Competitions represented are Postsecondary Demonstration Projects (84.078C), Self-Determination Projects (84.158K), and Multi-District Outreach Projects (84.158Q).

GEOGRAPHIC AREA SERVED

Of the current 13 projects, six indicate serving a region within a state. Three indicate serving a statewide area. The remaining projects report serving a city of more than 100,000 people, an urban area of 50,000-100,000 people, and the nation, respectively. One project did not provide information about the geographic area served.

PRIMARY GRANTEE

Six universities, two community colleges, one private nonprofit organization, and one association/professional organization were awarded grants. One consumer/advocacy organization, one private non-profit agency and one rehabilitation agency also received grants.

PROJECT PARTICIPANTS

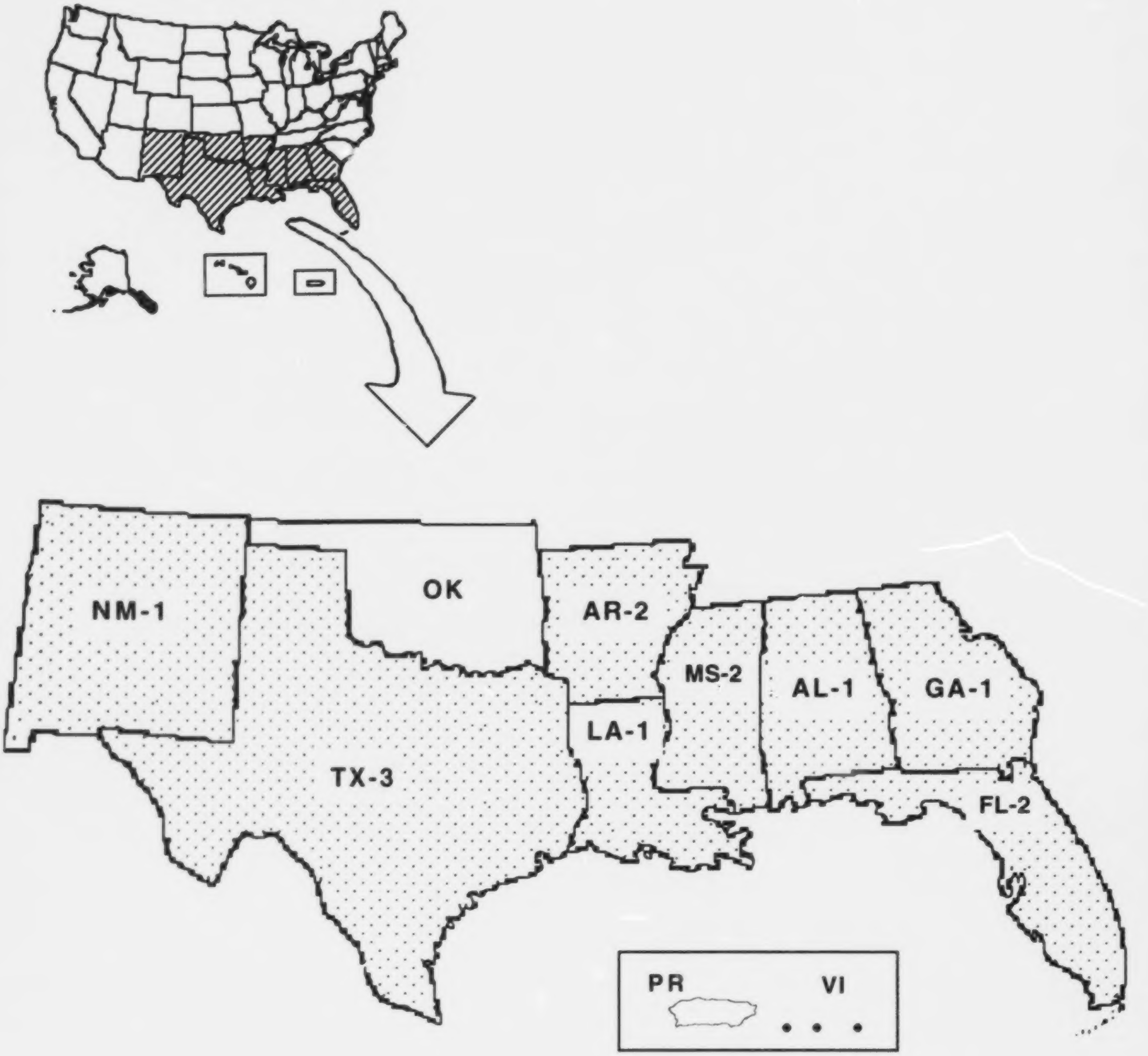
Of the target population, 53% are people with mental retardation, and 24% are persons with a specific learning disability. The remainder demonstrate the following disabilities : autism, serious emotional disturbance, deafness, developmentally delayed, economically disadvantaged, cerebral palsy, hearing impairment, multiple disabilities, spinal cord injury, epilepsy, inner cranial hemorrhage, traumatic brain injury, orthopedic impairment, and visual impairment including blindness.

Eight projects have reported the number of individuals receiving direct training or service through project activities: 371 child/individual with special needs, 561 families, 604 project personnel, 2,146 education personnel, and 74 service delivery system personnel.

COOPERATING AGENCIES

The cooperating agencies involved in the projects are: four with state education agencies, three with rehabilitation agencies, two with a community colleges, one with a location education agency, one with a professional organization, one with a mental health/developmental disabilities agency, and 10 with other organizations.

Geographic Distribution of Model Demonstration Projects in Region III: South Atlantic
as of July 1993
($\underline{N}$ = 13)


NM-1
OK
AR-2
MS-2
AL-1
GA-1
LA-1
TX-3
FL-2
PR
VI

░ Shading indicates states where projects are located.
Number indicates number of projects

THE LD CAREER PROJECT

Project Title:
The LD Career Project

Project Director:
Jamie Satcher

Project Coordinator:
Marcheta McGhee

Contact Person:
Jamie Satcher

Mailing Address:
The University of Alabama
Center for Teaching and Learning
Box 870231
Tuscaloosa, AL 35487-0231

Telephone#: 205-348-5175

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20038

Transition Institute #: 328

Project Start Date: 10/1/92

Project End Date: 9/31/95

Geographic Area Served:
State of Alabama

SpecialNet User ID #: N/A

Project Purpose:

To enhance the transition of college students with learning disabilities from college to professional employment.

Expected Outcomes:

1. Increased knowledge of career planning and placement needs of college students with learning disabilities
2. Increased participation of college students with learning disabilities in career enhancing activities
3. Increased networking among university programs serving learning disabled students.
4. Development of instructional materials for career counselors serving learning disabled college students.

Approach Used to Reach Expected Outcome

1. Workshops for college faculty, career counselors, and related personnel
2. Individualized career counseling for students with learning disabilities

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 13 Female : 1

Ethnicity of Target Population:

Multi-ethnic.

Level of Severity of Target Population:

Not Relevant.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Specific Learning Disability	100	18-30

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers	100
Education Personnel	400
State Rehabilitation	50

STUDENT EMPOWERMENT & EMPLOYMENT

Project Title:
Student Empowerment &
Employment

Project Director:
Susan Queller

Project Coordinator:
Raymond Willingham

Contact Person:
Susan Queller

Mailing Address:
JALR Disability Support Services
2801 S. University Ave.
Little Rock, AR 72204

Telephone#: 501-569-3143

Fax #: 501-569-3588

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10048

Transition Institute #: 293

Project Start Date: 8/91

Project End Date: 8/94

Geographic Area Served:
City within the State of Arkansas
(Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To empower students through knowledge of their rights, services, technology, effective communication techniques, and effective job search strategies to become successfully employed in their chosen fields upon graduation.

Expected Outcomes:

Students will: Gain related work experience; have completed useful and effective resumes; understand the ADA and what reasonable accommendations may be expected; devise effective accommodation plans for while in school and for future employment sites; become successful self advocates; ultimately gain full-time employment in chosen field.

Faculty/staff will: Have a greater understanding of disability issues; how to work with students; how to develop accommodation plans, and Section 504 & ADA.

Approach Used to Reach Expected Outcome

Career planning on individual basis and teach career planning courses. Develop curricula for 2 new courses, seek approval, teach courses (1) "Equal Employment Opportunities for People with Disabilities," (2) Disability in People's Lives." Self advocacy workshops. Job placement, internship, work study and other on-the-job experience prior to graduation, placement assistance (post graduation) for full-time. Faculty/staff inservice training.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 18 Female: 30

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, Pacific/Native Hawaiian, White, Multi-ethnic

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound, Not Specified

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Several Disabilities Addressed in One Project	302	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Education Personnel	All faculty & staff-- estimate 1,000

PROJECT CAREER

Project Title:
Project Career

Project Director:
Richard T. Roessler, Ph.D.

Project Coordinator:

Contact Person:

Mailing Address:
Department of Rehabilitation
Education and Research
University of Arkansas
346 N. West Avenue
Fayetteville, AR 72701

Telephone#: 501-575-3656

Fax #: 501-575-3253

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10042

Transition Institute #: 297

Project Start Date: 10/1/92

Project End Date: 9/30/94

Geographic Area Served:
Region within the State
of Arkansas

SpecialNet User ID #: N/A

Project Purpose:

1. To provide technical assistance, training and materials to assist the University of Arkansas in making systemic changes necessary to serve students with disabilities in its mainstream career services program.
2. To model methods by providing direct services to students with disabilities to demonstrate how they can be included in mainstream programs and services.

Expected Outcomes:

1. Serve 50 students with disabilities
2. Provide for continuation of programmatic efforts through systems change
3. Develop and disseminate program and curriculum materials
4. Increase awareness of disability issues facing students

Approach Used to Reach Expected Outcome

1. Demonstration of direct service components
2. Technical assistance
3. Faculty/staff training

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 25 Female: 25

Ethnicity of Target Population:

Asian, African-American, Hispanic, White, Other

Level of Severity of Target Population:

Not Relevant

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Deafness	2	18-Adult
Hearing Impairment	1	18-Adult
Specific Learning Disability	9	18-Adult
Multiple Disabilities	4	18-Adult
Cerebral Palsy	1	18-Adult
Epilepsy	1	None provided
Inner Cranial Hemorrhage	1	18-Adult
Traumatic Brain Injury	1	18-Adult
Orthopedic Impairment	6	18-Adult
Serious Emotional Disturbance	5	18-Adult
Visual Impairment including Blindness	4	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	20
Education Personnel	210
Employers	95

ENHANCING CAREER OPPORTUNITIES FOR DISABLED STUDENTS

Project Title:
Enhancing Career Opportunities
for Disabled Students

Project Director:
Carolyn Allen

Project Coordinator:

Contact Person:

Mailing Address:
Valencia Community College
P.O. Box 3028
Orlando, FL 32825

Telephone#: 407-299-5000, Ext. 2270

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20031

Transition Institute #: 330

Project Start Date: 8/01/92

Project End Date: 7/30/95

Geographic Area Served:
Region within the State of
Florida

SpecialNet User ID #: N/A

Project Purpose:

To develop and implement a group of activities designed to address the key problems identified in a literature search on training and job placement services for disabled students such as high unemployment rates for the disabled and employer misconceptions about the physical and emotional needs and quality of job performance of the disabled. Valencia's model will incorporate solutions to those key problems into a cost-effective and easily replicable format, thus meeting a critical national need.

Expected Outcomes:

1. To ensure that all disabled students assess their career goals, prepare for job interviews, and that at least 60 percent find permanent placement after graduation.
2. To expand by 25 percent annually for three years the number of co-op and permanent job placements for Valencia's disabled students.
3. To measurably improve faculty, employer, college, and workplace attitudes toward disabled persons.
4. To ensure replication of this project by documenting the process used to accomplish these goals for dissemination to community colleges nationwide.

Approach Used to Reach Expected Outcome

The main components of this proposed model involve the development and implementation of training seminars designed for a variety of audiences.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Information not available.		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Information not available.	

THE CAREER EMPOWERMENT OPPORTUNITIES (C.E.O.) PROJECT

Project Title:
The Career Empowerment Opportunities (C.E.O.) Project

Project Director:
Mary Sylvester

Project Coordinator:
James Dwyer

Contact Person:
Mary Sylvester

Mailing Address:
Indian River Community College
Vocational Transition Center
3209 Virginia Avenue
Fort Pierce, FL 34981-5599

Telephone#: 407-462-4736

Fax #: 407-462-4796

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20014

Transition Institute #: 341

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
Region within the state of Florida

SpecialNet User ID #: N/A

Project Purpose:

In order for students with disabilities to be the "C.E.O.'s" of their careers, they must have accessible learning environments, marketable skills, support services, and linkages to employment resources. The Career Empowerment Opportunities (C.E.O.) Project will strengthen existing linkages and establish new strategic partnering resources for students with disabilities, service providers and employers.

Expected Outcomes:

1. Increased enrollment of disabled students.
2. Disability awareness of college faculty, community service providers, employers.
3. Effective job matching of qualified students with disabilities in appropriate employment.
4. Increased utilization of job placement resources by students with disabilities.
5. Establishment of the Vocational Transition Center as a clearinghouse for disability information and applications of rehabilitation technology.

Approach Used to Reach Expected Outcome

1. Disability awareness training.

2. Employment readiness training.
3. Career counseling.
4. Linkages to campus and community job placement resources.
5. Individualized assistance to faculty, community service providers, and employers in applications of rehabilitation technology.
6. Technical assistance to employers in all aspects of Title I of the Americans with Disabilities Act.
7. Development of software to facilitate job matching.
8. Establishment of a clearinghouse to disseminate information related to reasonable accommodations for persons with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 13 Female : 15

Ethnicity of Target Population:

Asian, African-American, Hispanic, White.

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	3	18-Adult
Specific Learning Disability	6	18-Adult
Multiple Disabilities	7	18-Adult
Spinal Cord Injury	1	18-Adult
Traumatic Brain Injury	3	18-Adult
Orthopedic Impairment	8	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Individual with Special Needs	22
Adult Service Providers	13
Education Personnel	41
Employers	1

MULTI-DISTRICT OUTREACH TRANSITION FOR SECONDARY STUDENTS WITH MODERATE AND SEVERE DISABILITIES

Project Title:
Multi-District Outreach Transition
for Secondary Students with
Moderate and Severe Disabilities

Project Director:
Paul Alberto

Project Coordinator:
Teresa A. Taber

Contact Person: Paul Alberto

Mailing Address:
Georgia State University
Department of Special Education
University Plaza
Atlanta, GA 30303

Telephone#: 404-651-2310

Fax #: 404-651-2555

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10001

Transition Institute #: 290

Project Start Date: 10/1/91

Project End Date: 9/30/94

Geographic Area Served:
State of Georgia

SpecialNet User ID #: N/A

Project Purpose:

To provide technical assistance and information sharing activities concerning the organization, procedures, and techniques for secondary education and transition services for students with moderate and severe disabilities in school systems in Georgia.

Expected Outcomes:

Establishment of interagency transition committee structure at the state, district, and individual levels, restructured secondary school training program to include transition classes and a comprehensive CBVI program (leading to supported employment) and establishment of parent/ family information groups in each targeted school district.

Approach Used to Reach Expected Outcome

Training of school and adult program personnel on preparing students for supported employment, regular presentations at regional, state, and national conferences, direct TA to targeted school systems on CBVI implementation and training site employment, formation and participation in interagency transition committees at the state, local, and individual levels.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 74 Female: 51

Ethnicity of Target Population:

Hispanic, Multi-ethnic, African-American, White

Level of Severity of Target Population:

Severe/Profound & Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Multiple Disabilities	5	14-21
Mental Retardation	120	14-21
Visual Impairment including Blindness	2	18-adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/ Individual with Special Needs	125
Families	61
Adult Service Providers	24
Education Personnel	38
Employers	33
Job Coaches	42
Paraprofessional	16
Recreation Personnel	6
Rehabilitation Personnel	8
Related Service Personnel	7
Special Education Personnel	9
Vocational Educators	3

Community Mental Health	11
Community Recreation	6
Interagency Coordinating Council	7

TRANSITION PROJECT-MULTI-DISTRICT OUTREACH

Project Title:
Transition Project-Multi-District Outreach

Competition #: 84.158Q
(Multi-District Outreach Project)

Project Director:
William Sharpton

Federal Grant #: H158Q10016

Project Coordinator:
Joan D. Guillory

Transition Institute #: 284

Contact Person:
Joan D. Guillory

Project Start Date: 10/1/91

Project End Date: 9/30/94

Mailing Address:
University of New Orleans
Dept. of Special Education &
Habilitative Services
Education Building Room 220
Lakefront
New Orleans, LA 70148

Telephone#: 504-286-5592

Fax #: N/A

E-Mail: N/A

Geographic Area Served:
Region within the State of Louisiana

SpecialNet User ID #: N/A

Project Purpose:

To improve interagency coordination, at the local, regional, and state levei, in order to create positive lifestyles for consumers with severe disabilities and their families. While this project proposes to affect change at these 3 levels, primary emphasis is on the local level.

Expected Outcomes:

1. Development of interagency team and coordination process in 5-10 local communities in Louisiana
2. Improved post-school options for a minimum of 15-30 consumers with moderate/severe/profound disabilities.
3. Negotiations with relevant state agencies to use project sites to identify barriers to successful transition as well as effective strategies/practices.
4. Development and dissemination of transition issues, concerns, and strategies specific to family members.

Approach Used to Reach Expected Outcome

Project provides on-site technical assistance and training to local interagency teams and family members to meet the needs of individuals with disabilities identified through the individualized transition planning process.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

CHOCTAW HANDICAPPED ADULT CAREER PROJECT

Project Title:
Choctaw Handicapped Adult Career Project

Project Director:
Mary A. Lundy Meruvia

Project Coordinator:
Mary A. Lundy Meruvia

Contact Person:
Mary A. Lundy Meruvia

Mailing Address:
Choctaw Vocational Rehabilitation
Choctaw Branch Box 6010
Philadelphia, MS 39350

Telephone#: 601-656-1902
601-565-5251 Ext. 370

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C00024

Transition Institute #: 253

Project Start Date: 6/01/90

Project End Date: 6/30/93

Geographic Area Served:
Rural area within the State of Mississippi
(Population 2,500-10,000)

SpecialNet User ID #: N/A

Project Purpose:

The CHACP focuses on prior special education students. It provides both vocational and academic training with following placement assistance. CHACP works in coordination with vocational rehabilitation, making the full range of VR services available to CHACP clients.

Expected Outcomes:

The primary expected outcome is improved quality of life through employment and independent living.

Approach Used to Reach Expected Outcome

1. vocational training
2. on-the-job training
3. academic training
4. placement assistance
5. coordination with vocational rehabilitation
6. provision of adaptive devices as needed

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

THE CAREER DEVELOPMENT PROJECT

Project Title:
The Career Development Project

Project Director:
Jane A. Holland

Project Coordinator:
Anne Thompson

Contact Person:

Mailing Address:
Mississippi State University
Department of Counselor Education
Drawer GE
Mississippi State, MS 39762

Telephone#: 601-325-7917

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10041

Transition Institute #: 306

Project Start Date: 9/1/91

Project End Date: 9/1/94

Geographic Area Served:
State of Mississippi

SpecialNet User ID #: N/A

Project Purpose:

The overall goal of the project is to enhance the transition of college students with disabilities from school to work. Career placement personnel, college faculty, secondary school personnel, and rehabilitation counselors will better meet the career development needs of these clients.

Expected Outcomes:

1. College students with disabilities will be better prepared to make a successful transition to employment.
2. College faculty, vocational rehabilitation personnel, career services personnel, secondary school counselors, and employers will be better prepared to meet the transition needs of college students with disabilities.
3. Informational and technical materials regarding career development for college students with disabilities will be disseminated throughout the state and nationally.

Approach Used to Reach Expected Outcome

Outcome 1:
a) Identify students and provide individual career counseling.
b) Evaluate effectiveness of this counseling.

c) Conduct workshops for students with disabilities (2 annually)
d) Follow-up studies of graduates.

Outcome 2:

a) Develop brochure describing the project — disseminate.
b) Workshop for faculty about students with disabilities (2 yearly).
c) Develop videotape for new faculty orientation.
d) Present at MS counseling association, MS. Council on Exceptional Children, and Rehabilitation Association of MS.

Outcome 3:

a) Develop handbooks on: ADA; job seeking; retention; interview skills; community resources, resume writing; managing stigma.
b) Develop a technical manual for workshops for career placement personnel.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 50 Female : 20

Ethnicity of Target Population:

Did not classify.

Level of Severity of Target Population:

Did not classify.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	6	18-Adult
Hearing Impairment	7	Adult
Specific Learning Disability	10	Adult
Cerebral Palsy	6	Adult
Spinal Cord Injury	20	Adult
Epilepsy	1	Adult

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PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Information not available	

SELF-DETERMINATION: THE ROAD TO PERSONAL FREEDOM

Project Title:
Self-Determination: The Road to Personal Freedom

Project Director:
Carole J. Royal

Project Coordinator:

Contact Person:
Carole J. Royal

Mailing Address:
Protection and Advocacy Systems
1720 Louisiana NE, Suite 204
Albuquerque, NM 87031

Telephone#: 505-256-3100

Fax #: 505-256-3184

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K00042

Transition Institute #: 274

Project Start Date: 10/1/90

Project End Date: 9/30/93

Geographic Area Served:
Region within the ·
State of New Mexico

SpecialNet User ID #: N/A

Project Purpose:

The Road project will develop and test a curriculum which is sensitive to learning differences and provides varied classroom experiences designed to foster self-determination skills among youth primarily from minority cultures who attend special education classes. The project will develop and test a multifaceted training program to support the self-determination process in the home. Adults with disabilities will be involved as information resources and role models.

Expected Outcomes:

1. Teachers will demonstrate use of the curriculum guide and materials with students.
2. The development of skills necessary for self-determination will be demonstrated through pre-post testing and teacher rating scales.
3. Curriculum guide will present activities with regard to cultural perspectives.
4. Students will recognize and verbalize the relationship between self-determination skills and being successful in life as can be demonstrated on video tape.
5. Parents will verbalize utilization of information presented in the "Home Delivery" series.

Approach Used to Reach Expected Outcome

Project activities will include: Self-Determination Curriculum Teach Manual/guide; Student Participation in activities of Self-Determination Curriculum; Advocacy workshops with adults with disabilities as information resources and role models; Multifaceted training, "Home Delivery," series presented to parents.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 79 Female: 45

Ethnicity of Target Population:

American Indian/Native American, African American, Hispanic, White, Multi-ethnic

Level of Severity of Target Population:

Mild, Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Developmentally Delayed	19	12-17
Several Disabilities Addressed in One Project	105	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	124
Education Personnel	7
Paraprofessionals	3

COMPUTER PROGRAMMER TRAINING
FOR THE PHYSICALLY DISABLED

Project Title:
Computer Programmer Training
for the Physically Disabled

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Mary Whitehead

Federal Grant #: H078C00020

Project Coordinator:

Transition Institute #: 254

Contact Person:

Project Start Date: 7/01/90

Mailing Address:
C/O CIS Department
San Antonio College
1300 San Pedro
San Antonio, TX 78284

Project End Date: 6/30/93

Telephone#: 512-733-2000

Geographic Area Served:
Region within the State of Texas

Fax #: 512-733-2295

SpecialNet User ID #: N/A

E-Mail: N/A

Project Purpose:

The primary goal of the project is to recruit, select, train, and place in competitive positions in business and industry persons with severe physical disabilities who are in need of educational services, in particular occupationally-directed training in the areas of computer programming and office computer systems. Training will include internship training and on-the-job education.

Expected Outcomes:

All curriculum materials will be available for dissemination, and a descriptive monograph will be made available to interested parties. Workshops will be held to demonstrate program techniques for educators from other universities and colleges serving people with disabilities.

Approach Used to Reach Expected Outcome

Following program design, a recruitment process will be initiated to process some 130 applications for participation. Course offerings in the field will be modified to provide special technical assistance and techniques for the physically disabled. At least 80 participants will be trained in computer programming to levels sufficient for entry-level positions. A comprehensive system of support services including independent living skills, personal counseling, and job counseling will be developed and implemented. A student internship program will place students in a corporate environment upon completion of training. A plan of periodic evaluation will be implemented to establish and maintain student/graduate records for tracking of weaknesses and program maintenance, with clearly defined intervention and assistance techniques available as appropriate.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

SELF-DETERMINATION CURRICULUM PROJECT

Project Title:
Self-Determination Curriculum Project

Project Director:
Michael Wehmeyer

Project Coordinator:

Contact Person:
Michael Mehmeyer

Mailing Address:
The Arc
500 E. Border St., Suite 300
Arlington, TX 76010

Telephone#: 817-261-6003

Fax #: 817-277-3491

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K00046

Transition Institute #: 271

Project Start Date: 10/1/90

Project End Date: 9/30/93

Geographic Area Served:
National

SpecialNet User ID #: N/A

Project Purpose:

The goal of the self-determination curriculum project is to validate the effectiveness of a curriculum teaching students with mild cognitive disabilities core skills necessary to achieve self-determination.

Expected Outcomes:

It is anticipated that the project will result in the validation of a process by which teachers might provide community, home and school related activities which enable youth with disabilities to become self-determining. This will enable these youth to assume greater control in their lives, and to participate in decisions affecting them.

Approach Used to Reach Expected Outcome

The Arc has adopted the Life Centered Career Education Curriculum, developed by Dr. Donn Brolin and has conducted a two year field-test with more than 500 students with mental retardation and learning disabilities. Primary competency areas in which the students receive instruction include: achieving self-awareness; acquiring self-confidence; making decisions, and; achieving independence. Field-testing will result in an extensive guide to the use of the LCCE for promoting self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 275 Female: 225

Ethnicity of Target Population:

Asian, African American, Hispanic, White

Level of Severity of Target Population:

Mild, Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	25	13-21
Developmentally Delayed	25	13-21
Specific Learning Disability	100	13-21
Mental Retardation	350	13-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	500
Families	500
Adult Service Providers	150
Education Personnel	450
Rehabilitation Personnel	100

PROJECT COED

Project Title:
Project COED

Project Director:
Carole Shafner

Project Coordinator:

Contact Person:
Carole Shafner

Mailing Address:
Association for Retarded Citizens
2114 Anson Road
Dallas, TX 75235

Telephone#: 214-634-9810

Fax #: 214-634-9815

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10012

Transition Institute #: 303

Project Start Date: 10/91

Project End Date: 10/94

Geographic Area Served:
Urban area within the State of Texas
(Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

Job skills training and job placement for individuals with mental retardation.

Expected Outcomes:

1. Employment for each participant.
2. Social interaction, appropriate social interactions.
3. Team work.
4. More independence and better quality of life.
5. Assist participant in receiving services from additional agencies.

Approach Used to Reach Expected Outcome

1. Job skills training (in a classroom/lab setting.
2. Interaction with instructor, COED staff, other citizens in community.
3. Participant coming to classes learn transportation skills, good attendance skills and other appropriate social skills.
4. Certifying participants with Texas Rehabilitation Commission or project network.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 0 Female : 0

Ethnicity of Target Population:

African-American, Hispanic, White.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	1	18-Adult
Serious Emotional Disturbance	5	18-Adult
Developmentally Delayed	30	18-Adult
Economically Disadvantaged	20	18-Adult
Hearing Impairment	1	18-Adult
Mental Retardation	30	18-Adult
Cerebral Palsy	1	18-Adult
Orthopedic Impairment	3	18-Adult
Several Disabilities Addressed in One Project	30	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Individual with Special Needs	30

SUMMARY OF EXPIRED PROJECT PROFILES IN REGION III

One project expired during 1992 in Region III, the South Atlantic region. However, the project did not return an expired project questionnaire.

FOCUS OF CONTINUATION ACTIVITIES

Information not available.

PROJECT COMPONENTS BEING CONTINUED

Information not available.

PROJECT PRODUCTS

Information not available.

USING A TRACKING SYSTEM TO IMPACT INSTRUCTION PROGRAMS FOR HANDICAPPED YOUTH

Project Title:
Using a Tracking System to Impact
Instruction Programs for Handicapped
Youth

Competition #: 84.158R

Contact Person: Sara Pankaskie

Transition Institute #: 203

Mailing Address:
Bureau of Education for
Exceptional Students
654 Florida Education Center
Tallahassee, FL 32399-0400

Project End Date: 8/31/92

Telephone#: 904-488-1106

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

SUMMARY OF REGION IV PROJECT PROFILES

REGIONAL PROFILE

Region IV, the Great Lakes Area region, is composed of seven states: Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. Region IV contains 19 current projects distributed as follows: Illinois (n=7), Michigan (n=3), Minnesota (n=4), Ohio (n=4), and Wisconsin (n=1). Competitions represented are Postsecondary Demonstration Projects (84.078C), Self-Determination Projects (84.158K), Training and Employment Projects (84.158N), Research Projects on the Transition of Special Populations (84.158P), Multi-District Outreach Projects (84.158Q), and Family Networking Projects (84.158S).

GEOGRAPHIC AREA SERVED

Of the 19 current projects, six projects served a city of more than 100,000 people, three served an urban area of 50,000-100,000, and three projects served a region within a state. Two projects indicate serving a state. One project reports serving both a rural and a suburban area. The remaining four projects report serving a rural area of 5,000-10,000 people, a suburban area of 10,000-50,000 people, a county, and the nation, respectively.

PRIMARY GRANTEE

Nine universities were awarded grants under this competition. Four university-affiliated programs, three community colleges, two consumer/advocacy organizations, and one state education agency were also awarded grants.

PROJECT PARTICIPANTS

Of the target population, 47% have a specific learning disability, and 9% are persons with mental retardation.

The remainder demonstrate the following disabilities : autism, serious emotional disturbance, deafness, deaf-blindness, developmentally delayed, multiple disabilities, cerebral palsy, hearing impairments, multiple disabilities, spinal cord injury, spina bifida, epilepsy, substance abuse withdrawal, traumatic brain injury, orthopedic impairment, articulation disorder, and visual impairment including blindness.

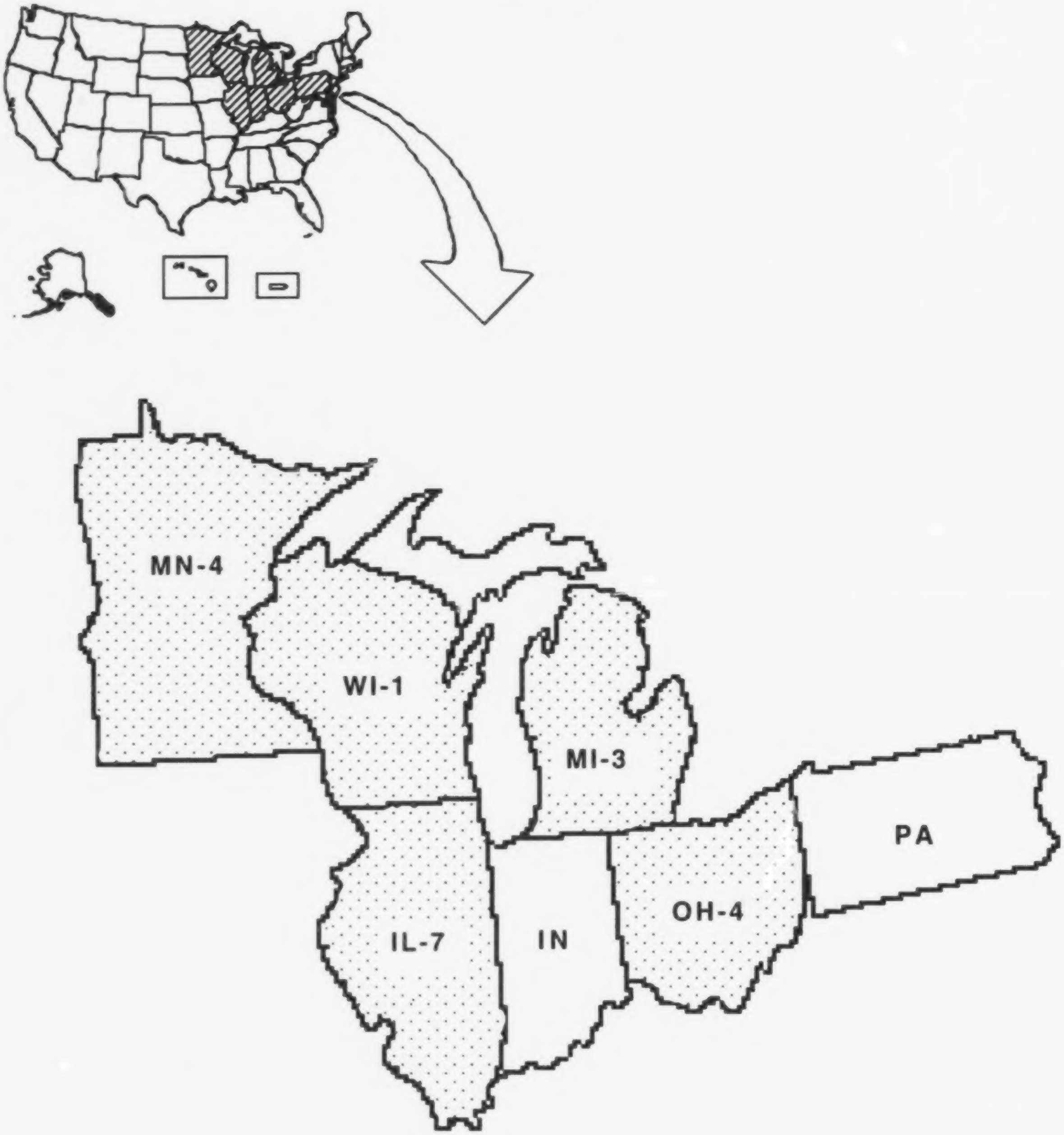
Thirteen projects have reported the number of individuals receiving direct training or service through project activities: 979 child/individual with special needs, 757 families, 355 parents, 3,197 project and agency personnel, 3,113 education personnel, and 538 service delivery system personnel.

COOPERATING AGENCIES

Nine projects report cooperative efforts with local education agencies. Five projects are cooperating with rehabilitation agencies, three are working with intermediate education agencies, and three with consumer/advocacy organizations. Four projects indicate collaborative arrangements with mental health/developmental disabilities agencies. Two projects mention cooperation with community colleges, two with for-profit agencies, and two with independent living centers. The remaining cooperating agencies include each of the following: institute, professional association, university, state education agency, hospital, university medical center, private non-profit agency, and rehabilitation facility; while nine projects mention working with other groups.

Geographic Distribution of Model Demonstration Projects in Region IV: Great Lakes Area as of July 1993

(N = 19)


MN-4
WI-1
MI-3
PA
IL-7
IN
OH-4

░ Shading indicates states where projects are located.

Number indicates number of projects

BUILDING PROJECT

Project Title:
BUILDING Project

Competition #: 84.158S
(Family Networking Project)

Project Director: Charlotte Des Jardins

Federal Grant #: H158S00005

Project Coordinator:
Kathryn Moery

Transition Institute #: 259

Contact Person: Kathryn Moery

Project Start Date: 5/1/90

Mailing Address:
Family Resource Center on Disabilities
20 East Jackson Blvd., Rm. 900
Chicago, IL 60604

Project End Date: 5/31/93

Telephone#: 312-939-3513

Geographic Area Served:
City of Chicago
(Population 100,000+)

Fax #: 312-939-7297

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The BUILDING Project offers individualized family centered transition planning assistance to youth and the entire family going through the transition process.

Expected Outcomes:

1. To assist families in developing Individualized Transition Plans to be implemented by the school and other adult service providers, as needed, in compliance with the new transition mandate in IDEA;
2. To identify informal, as well as formal, approaches to accessing services during and after the transition from high school to the adult community;
3. To assist families in developing formal, as well as informal, networks of support during, and after, the transition from high school to the adult community.
4. To assist the youth and family members to develop skills for advocacy/self-advocacy;
5. To empower youth and families to access needed supports and services during, and after, the transition from high school to the adult community.

Approach Used to Reach Expected Outcome

1. Individualized assistance in formulating transition plans in each of the following domain areas, as appropriate, based on the expressed needs and preferences of the transitioning youth and his/her family:

2. Individualized assistance to ensure that the youth's transition goals (starting at age 14.5) become part of the Individualized Education Plan, in conformance with the IDEA mandate.
3. Individualized assistance in future planning and formulating long-term goals;
4. Basic information, referral, and linkage on an ongoing basis, as needed;
5. Support groups for project youth and adult family members;
6. Training and educational activities for project youth and their families;
7. Follow-along and case coordination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, Pacific/ Native Hawaiian, White, Multi-ethnic

Level of Severity of Target Population:

Mild, Moderate & Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	2	Information not available
Serious Emotional Disturbance	8	
Specific Learning Disability	40	
Mental Retardation	23	
Cerebral Palsy	10	
Spina Bifida	3	
Orthopedic Impairment	1	
Serious Emotional Disturbance	1	
Visual Impairment including Blindness	4	

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	136
Families	333
Adult Service Providers	2
Caregivers	1
Case Managers	12
Educational Personnel	94

Community Social Services	10
State Rehabilitation	7
Other Service Delivery System	45

MODEL FOR LONGITUDINAL VOCATIONAL PROGRAMMING

Project Title:
Model for Longitudinal Vocational Programming

Project Director:

Dr. Adelle Renzaglia/Dr. Meg Hutchins

Project Coordinator:
Ronald Banks

Contact Person:
Ronald Banks

Mailing Address:
University of Illinois
288 Education Building
1310 S. Sixth Street
Champaign, IL 61821

Telephone#: 217-333-0260

Fax #: 217-333-6555

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N000183

Transition Institute #: 261

Project Start Date: 8/21/90

Project End Date: 8/21/93

Geographic Area Served:
Urban area within the
State of Illinois
(Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

To develop a longitudinal vocational placement decision-making model for community-based work experience programs that target students with moderate to severe disabilities.

Expected Outcomes:

The desired outcome for students who are involved in vocational programs that utilize the model would be employment upon graduation in a community-based job site in a job position which the student both prefers and does relatively proficiently.

Approach Used to Reach Expected Outcome

The development of model materials for placement decisions and work performance documentation, which is organized into three phases:

a) Early Work Experience Sampling (ages 11-15)
b) Focused Work Experience (ages 16-18)
c) Job match to placement (ages 19-21)

The materials detail processes to use to make placement decisions. All are grant developed forms to use when engaged in the program. Sub-activities include family related materials, job development and materials related to vocational planning once a site is selected.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 32 Female: 23

Ethnicity of Target Population:

Asian, African American, White, Other (India)

Level of Severity of Target Population:

Moderate & Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Mental Retardation	39	11-21
Multiple Disabilities	16	11-18

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	15
Disabled	30
Adult Service Providers	2
Employers	10
Special Education Personnel	12
State Rehabilitation	2

POSTSECONDARY EDUCATION PROGRAMS FOR PERSONS WITH DISABILITIES: A PLAN FOR AN URBAN COMMUTER INSTITUTION

Project Title:
Postsecondary Education Programs
for Persons with Disabilities: A
Plan for an Urban Commuter Institution

Project Director:
Victoria Amey-Flippin

Project Coordinator:

Contact Person:
Victoria Amey-Flippin

Mailing Address:
Northeastern Illinois University
H.E.L.P. Office - B110
Chicago, IL 60625

Telephone#: 312-583-4050 Ext. 3135

Fax #: 313-794-6243

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10043

Transition Institute #: 294

Project Start Date: 11/1/91

Project End Date: 10/31/94

Geographic Area Served:
City within the State of Illinois
(Population 100,000+)

SpecialNet User ID #: 36-6009515

Project Purpose:

The purpose of this project is to plan, implement and disseminate a model program for use at four-year urban commuter institutions of higher education that will facilitate the career placement opportunities of college students with disabilities.

During FY91-92 (1) implementation of a mentor program with 20 students, (2) inservice training for faculty and staff, (3) development of an Advisory Board was established.

Approximately 100 students with disabilities are expected to participate over the three-year project period.

Expected Outcomes:

During FY91-92 Curriculum was adapted for class, (Career and Life Planning), 20 job openings for program participants were provided, tutorial assistance was provided by Special Education graduate students and a newsletter was disseminated to University community and service providers on implemented Advisory Board.

For FY92-93 the mentor program, inservice training, Advisory Board and tutorial assistance will continue. A Leadership and Career Training summer retreat will be provided to further facilitate career awareness and training to participants. Independent living strategies will be reinforced with workshops for students discussing social security, accessible housing and job placement activities.

Approach Used to Reach Expected Outcome

Project activities are a joint effort of four departments at the University, i.e. Handicap Educational Liaison Program, Special Education, Career Placement and Counseling. The major project activities that are described above should lead to expected project outcomes.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Asian, African-American, Hispanic, White, Multi-ethnic

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	14	Information not available
Deafness	10	
Specific Learning Disability	30	
Spinal Cord Injury	5	
Epilepsy	1	
Substance Abuse Withdrawal	2	
Traumatic Brain Injury	4	
Articulation Disorder	2	

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers	2
Education Personnel	Different UNEI Units & Depts.

PROJECT PATH

Project Title:
Project Path

Project Director:
Patrick Swanson

Project Coordinator:
Jocelyn Harney

Contact Person:
Patrick Swanson

Mailing Address:
College of DuPage
22nd Street and Lambert Road
SRC 2044
Glen Ellyn, IL 60137

Telephone#: 708-858-2800

Fax #: 708-858-9394

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10020

Transition Institute #: 307

Project Start Date: 10/1/91

Project End Date: 10/1/94

Geographic Area Served:
Region within the State of Illinois

SpecialNet User ID #: N/A

Project Purpose:

Development and implementation of a competitive employment program for postsecondary students with disabilities;.

Expected Outcomes:

1. Creation of a central administration to manage an on-going career-oriented competitive employment program and to coordinate institutional services for special needs students;
2. Develop and instruct pre-employment training curriculum;
3. Provision of comprehensive, coordinated education services for postsecondary students with disabilities seeking career-oriented competitive employment to no fewer than 375 students during the three years of the project;
4. Placement of no fewer than 60 students in cooperative education and/or permanent employment;
5. Inservice training for no fewer than 80 faculty;
6. Training for cooperative education employers;
7. Preparation of dissemination materials.

Approach Used to Reach Expected Outcome

Coordinate services of placement/cooperative education, counseling and academic advising, health and special services, learning lab skills centers, and testing. Integrate comprehensive academic planning supported by established student services into cooperative education model.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 66 Female : 56

Ethnicity of Target Population:

Asian, African-American, Hispanic, White, Multi-ethnic, East Indian.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	1	18-Adult
Serious Emotional Disturbance	14	18-Adult
Visual Impairment including Blindness	4	18-Adult
Deafness	1	18-Adult
Hearing Impairment	7	18-Adult
Specific Learning Disability	52	18-Adult
Traumatic Brain Injury	2	18-Adult
Orthopedic Impairment	32	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers	10
Education Personnel	200
Employers	200
Job Coaches	25
Special Education Personnel	25
Community Social Services	10
Interagency Coordinating Council	25
State Rehabilitation	15

MAINROADS TO SELF-DETERMINATION

Project Title:
MAINROADS to Self-Determination

Project Director:
Charlotte Des Jardins

Project Coordinator:
Kathryn Moery

Contact Person:
Kathryn Moery

Mailing Address:
Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, IL 60604

Telephone#: 312-939-3513

Fax #: 312-939-7297

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20049

Transition Institute #: 315

Project Start Date: 1/1/93

Project End Date: 12/31/95

Geographic Area Served:
City within the State of
Illinois (Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Sixty-four youth with and without disabilities will be partnered to develop skills for self determination: assertiveness, networking, advocacy, decision-making, and socialization.

Expected Outcomes:

Students will make independent decisions for education, employment, housing, public transportation, services/entitlements, and legislative policy making.

Approach Used to Reach Expected Outcome

1. Preparation/support groups
2. Community explorations (day and overnight)
3. Individualized follow-up activities
4. Workshop trainings to develop participants' mentoring skills
5. Public presentations to high school groups

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

None to date.

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

New project—Information not yet available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

New project—Information not yet available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

New project—Information not yet available.

DEVELOPING SELF-DETERMINATION IN YOUTH WITH EMOTIONAL/BEHAVIOR DISORDERS THROUGH ETHICS AND SELF MANAGEMENT INSTRUCTION

Project Title:
Developing Self-Determination in Youth with Emotional/Behavior Disorders through Ethics and Self Management Instruction

Project Director:
Pamela F. Miller/Sidney R. Miller

Project Coordinator:

Contact Person:
Pamela F. Miller

Mailing Address:
Southern Illinois University-Carbondale
Office of Research Development and Administration
Carbondale, IL 62901

Telephone#: 618-453-4533

Fax #: 618-453-8038

E-Mail: N/A

Competition #: 84.158K (Self-Determination Project)

Federal Grant #: H158K20022

Transition Institute #: 319

Project Start Date: 12/1/93

Project End Date: 11/30/96

Geographic Area Served:
Rural area in the State of Illinois (Population 2,500-10,000)

SpecialNet User ID #: N/A

Project Purpose:

This project will demonstrate a model program that uses instruction in ethics and self-management skills to promote self-determination among secondary youth with emotional/behavioral disabilities.

Expected Outcomes:

A trainer of trainers program within area schools in which youth with disabilities teach other such youth how to exercise self-determination through ethical reasoning and self management skills.

Approach Used to Reach Expected Outcome

Training curriculum development based on input from adults with disabilities.
Training of college students with disabilities to serve as "peer mentors" to youth with EBD.

College Students with disabilities work with secondary youth with EBD in public schools to teach skills necessary for self determination.

Youth in public schools learn to teach other youth with disabilities to exercise self-determination skills.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

New project—Information not not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance Economically Disadvantaged	New project— Information not yet available	15-18

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families Adolescent Parents Disabled Parents Adult Service Providers Education Personnel Recreation Personnel Rehabilitation Personnel Related Services Personnel Special Education Personnel Vocational Educators Local Education	New project— Information not yet available

CAREER ORIENTATION AND OPTIONS PROGRAM

Project Title:
Career Orientation and Options Program

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Phyllis Deutsch

Federal Grant #: H078C20018

Project Coordinator:
Linda McCann

Transition Institute #: 337

Contact Person:
Linda McCann

Project Start Date: 10/1/92

Mailing Address:
Oakton Community College
1600 East Gold Road
Des Plaines, IL 60016

Project End Date: 9/30/95

Telephone#: 708-635-1759

Geographic Area Served:
Suburban area in the State of Illinois (Population 10,000-50,000)

Fax #: 708-635-1987

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the program is to assist students with disabilities to enter meaningful employment consistent with their abilities and goals.

The program will also foster community awareness about the capabilities of the special needs population in the work place.

Expected Outcomes:

1. Successful occupational or educational placement for students with disabilities
2. Cooperative agreements with area employers for pre-employment as well as permanent employment for the students
3. A handbook of vocational learning modules to be disseminated at local and state levels.

Approach Used to Reach Expected Outcome

Students participate in:
1. A series of out-come based modules, each related to vocational topics in the areas of career exploration and job search skills training.
2. Pre-employment experiences (e.g., job shadowing, internships).

3. Numerous ancillary programs related to career preparation (e.g., panel discussions, career workshops, college transfer seminar).

In addition, a Citizens' Advisory Council has been established to act as a liaison between project and business.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 28 Female : 22

Ethnicity of Target Population:

Asian, Hispanic, White.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Hearing Impairment	3	18-Adult
Specific Learning Disability	132	18-Adult
Multiple Disabilities	1	18-Adult
Cerebral Palsy	4	18-Adult
Spinal Cord Injury	3	18-Adult
Traumatic Brain Injury	2	18-Adult
Serious Emotional Disturbance	2	18-Adult
Visual Impairment including Blindness	3	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	150
Families	150
Education Personnel	24
Employers	60
Peer/Co-workers	150
Special Education Personnel	30
Community Mental Health	1
Interagency Coordinating Council	12

SKILLS AND KNOWLEDGE FOR SELF-DETERMINATION

Project Title:
Skills and Knowledge for Self-Determination

Project Director:
Sharon Field

Project Coordinator:
Sharon Field

Contact Person:
Sharon Field

Mailing Address:
Wayne State University
Developmental Disabilities Institute
6001 Cass, 326 Justice Building
Detroit, MI 48202

Telephone#: 313-577-2654

Fax #: 313-577-3770

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K00036

Transition Institute #: 272

Project Start Date: 10/90

Project End Date: 10/93

Geographic Area Served:
Urban area within the State of Michigan (Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to (a) identify and examine factors that promote self-determination and (b) develop instructional materials to promote those factors in students with disabilities.

Expected Outcomes:

1. A curriculum to promote knowledge and skills associated with self-determination
2. Literature review
3. Annotated bibliography
4. Journal articles
5. Development of preliminary instruments to measure behavior and cognitive factors associated with self-determination
6. Increased self-determination in students participating in field-test as measured by the Self-Determination Scale and the Self-Determination Observation Checklist.

Approach Used to Reach Expected Outcome

A. Identify and examine factors that promote self determination
    1) Literature review
    2) Interviews with adults, with and without disabilities, regarding factors that support and hinder self determination.
    3) Behavioral observations

B. Develop instructional materials to promote self-determination
    1) Develop curriculum, Self-Determination Observation Checklist and Self-Determination Scale
    2) Pilot curriculum and instruments
    3) Revise curriculum and instrument
    4) Field-test curriculum and instruments

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 15 Female: 9

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Specific Learning Disability	14	15-18
Mental Retardation	10	15-18

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	36
Families	24
Education Personnel	26

BUILDING CULTURALLY RELEVANT COMMUNITY REFERENCED CURRICULUM IN MICHIGAN & IMPLEMENTING LCCE

Project Title:
Building Culturally Relevant Community Referenced Curriculum in Michigan & Implementing LCCE

Project Director:
Sharon Field

Project Coordinator:
Susan St. Peter

Contact Person: Sharon Field

Mailing Address:
Developmental Disabilities Institute
Wayne State University
6001 Cass Ave., #326
Detroit, MI 48202

Telephone#: 313-577-2654

Fax #: 313-577-3770

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10030

Transition Institute #: 283

Project Start Date: 10/1/91

Project End Date: 9/30/94

Geographic Area Served:
Region within the
State of Michigan

SpecialNet User ID #: N/A

Project Purpose:

The primary purpose of this multi-district outreach project is to enhance the effectiveness of several local educational agencies through implementing a proven model, Life Centered Career Education.

Expected Outcomes:

Enhanced transition services for students with disabilities will increasingly emphasis the following: (a) supporting student self-determination, (b) adapting the curriculum model to meet the needs of diverse cultural groups and the needs of specific local districts, (c) effective community-based instruction, (d) interagency collaboration, (e) developing internal support structures for curriculum development and revision, (f) involving parents and other family members in the transition process, and (g) using unique strategies for disseminating project processes and products.

Approach Used to Reach Expected Outcome

The following are the major project activities through which the above outcomes will be realized: (a) receiving substantive feedback from DDI's Community Advisory Council, (b) substantive feedback from varied perspectives representing parents, employers, students, adult service providers, and other community members, (c) providing training and technical assistance to school administrators and teachers, (d) documenting and evaluating all project activities, and (e) disseminating project activities, and (e) disseminating project processes and findings through intra- and inter-school district networks and through national conferences and publications.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 0 Female: 0

Ethnicity of Target Population:

American Indian/Native American, Asian, African American, Hispanic, White, Multi-ethnic

Level of Severity of Target Population:

Not specified.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Education Personnel	16
Rehabilitation Personnel	4
Related Services Personnel	8
Special Education Personnel	48
Vocational Educators	4

PEER SUPPORT FOR STUDENT-CENTERED TRANSITION PLANNING

Project Title:
Peer Support for Student-Centered
Transition Planning

Project Director:
Michael Daeschlein

Research Director:
Shlomo Sawilowsky

Contact Person:
Michael Daeschlein

Mailing Address:
Wayne State University
Developmental Disabilities Institute
6001 Cass Avenue, Room 326
Detroit, MI 48202

Telephone#: 313-577-2654

Fax #: 313-577-3770

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P20007

Transition Institute #: 322

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
City within the State of Michigan

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to develop and evaluate a model for transition planning that is based upon student self-determination, peer support, facilitative relationships with professionals and on-going support for community participation. A key feature of the model is the student's participation in a peer support group conducted by the Center for Independent Living.

Expected Outcomes:

The students will gain the skills and support necessary for demonstrating effective, responsible leadership in their individual transition planning. Their planning partners-family members, educators, adult service providers and others — will gain the skills necessary for supporting their student role in transition planning. The model will be supported by a peer support group curriculum and resources for planning partners.

Approach Used to Reach Expected Outcome

The project will include a needs assessment to determine the skills and resources needed by students and their planning partners. Peer support groups will be conducted through the project. Additional supports and resources (as determined by the needs assessment) will be provided to the participants.

PROJECT CONSUMERS FOR CURRENT YEAR
(Projected)

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

African-American, Hispanic, White.

Level of Severity of Target Population:

Not Relevant.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Several Disabilities Addressed in One Project	30+	12-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	30+
Families	New Project— Information not available
Education Personnel	
Rehabilitation Personnel	
Special Education Personnel	
Local Education	

FACILITATING THE SELF-DETERMINATION OF YOUTHS WITH DISABILITIES

Project Title:
Facilitating the Self-Determination
of Youths with Disabilities

Competition #: 84.158K
(Self-Determination Project)

Project Director:
Brian Abery/John Rynders

Federal Grant #: H158K00034

Project Coordinator:
Ann Eggebeen

Transition Institute #: 275

Contact Person:
Brian Abery

Project Start Date: 10/01/90

Mailing Address:
Institute on Community Integration
107 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Project End Date: 9/30/93

Telephone#: 612-625-5592

Geographic Area Served:
County within the State of
Minnesota

Fax #: N/A

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

If full inclusion and participation in the community is to become a reality for persons with disabilities, we need to know more about how to facilitate the development of decision-making, personal choice, self-advocacy, and other self-determination skills and to design environments in such a manner that newly learned skills in these areas can be exercised on a regular basis. The goals of the project include the study of skills necessary for the exercise of choice and independence, and the development and implementation of interventions to enhance decision-making, personal choice, and self-advocacy skills of youths with disabilities. In addition, the project will work to increase the opportunities for the exercise of personal control by youth with disabilities in the family, school, and community. The project will include two distinct populations: students with moderate to severe mental retardation and students with moderate to severe physical disabilities with no cognitive impairment. Participants will be selected from several school systems within the Twin Cities metropolitan area and will be 15 to 18 years of age.

Expected Outcomes:

Direct benefits are expected for youth participating in the project in terms of enhanced self-determination skills, greater autonomy and independence, and improved quality of life. Education staff will acquire knowledge and skills;

evaluation data will contribute substantially to knowledge and the available literature.

Approach Used to Reach Expected Outcome

The project will apply a behavioral ecosystems perspective in the assessment, development, and implementation of interventions to enhance decision-making, personal choice, and self-advocacy skills, and to increase opportunities for the exercise of personal control. The project will develop an evacuation system; conduct a descriptive study; and conduct a series of community forums involving parents, teachers, and youths with and without disabilities to delineate barriers to enhanced self-determination. Interventions will be developed and the effectiveness of the interventions will be systematically examined.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

CAREER CONNECTIONS FOR UNIVERSITY STUDENTS WITH DISABILITIES

Project Title:
Career Connections for University Students with Disabilities

Project Director:
Betty Aune

Principal Investigator:
Sue Kroeger

Contact Person:
Betty Aune

Mailing Address:
University of Minnesota
Disability Services
16 Johnston
101 Pleasant Street, S.E.
Minneapolis, MN 55455

Telephone#: 612-624-6884

Fax #: 612-624-6369

E-Mail: Aune X001@ staff. tc.umn.edu.

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10039

Transition Institute #: 291

Project Start Date: 8/16/91

Project End Date: 8/15/94

Geographic Area Served:
City within the State of
Minnesota (Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The goal of the project is to empower University of Minnesota students with disabilities to develop their career potential, University of Minnesota staff to provide more effective career-related services to disabled students, and employers to tap the underutilized resource of individuals with disabilities.

Expected Outcomes:

Expected outcomes for students include increase in career awareness and maturity, increased use of and satisfaction with existing services, better placement rates for participating students than for non-participating disabled students.

Expected outcomes for staff and employers include increase in knowledge and awareness about disabilities and how to accommodate those with disabilities, and an increase in positive attitude about the productivity of people with disabilities. Expected outcomes for Disability Services are increased coordination with targeted offices and the development of a career services position in the department.

Approach Used to Reach Expected Outcome

The project involves direct services to students, including counseling services, coursework, and mentorships, training and consultation to faculty, staff and employers, and collaboration with University departments and community organizations to develop increased career opportunities for students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 44 Female: 45

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, White, Multi-Ethnic

Level of Severity of Target Population:

Mild, Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	4	mean age 33 overall
Deafness	11	
Hearing Impairment	1	
Specific Learning Disability	20	
Other Health Impairment	12	
Traumatic Brain Injury	8	
Orthopedic Impairment	24	
Visual Impairment including Blindness	5	

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	109
Education Personnel and Related Services	1373
Employers	361
State Rehabilitation	30
Mentors	65

TECHNICAL COLLEGE CONSORTIUM PROJECT FOR ENHANCING THE CAREER DEVELOPMENT OF STUDENTS WITH DISABILITIES

Project Title:
Technical College Consortium Project for Enhancing the Career Development of Students with Disabilities

Project Director:
Earl Brunberg

Project Coordinator:

Contact Person:
Earl Brunberg

Mailing Address:
Northeast Metro Technical College
3300 Century Ave. North
White Bear Lake, MN 55110

Telephone#: 612-779-5751

Fax #: 612-779-5810

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10014

Transition Institute #: 295

Project Start Date: 10/1/91

Project End Date: 10/1/94

Geographic Area Served:
Rural area in the State of Minnesota (Population 2,500-10,000)
Suburban area in the State of Minnesota (Population 10,000-50,000)

SpecialNet User ID #: N/A

Project Purpose:

To enhance participating institutions' abilities to identify, assess, and monitor students with disabilities in order to effectively and efficiently provide occupationally specific instruction, job seeking and career development instruction, career placement opportunities, and follow-up services. To develop a computerized placement follow-up system for long term implementation.

Expected Outcomes:

The project will have a direct impact on 120 faculty and 1800 students at Metro College and 28 faculty and 550 students at Pine. Information on students' success and accomplishments will be disseminated through formal and informal networks. An increased number of employers will employ program graduates and other persons with disabilities.

Approach Used to Reach Expected Outcome

Project activities include: efforts to develop cooperative relationships between career placement programs, agencies, advocacy groups, and current and prospective employers; assuring that participants have individualized training education programs; providing college staff with instructional accommodations that correspond to the nature and needs of their students; providing student access to job counselors and placement specialists; providing specific referral information to appropriate agency personnel when students are ready for employment; interacting with agencies and programs to enhance student placement efforts; creating a special advisory council; collecting student follow-up and follow-along data; developing and implementing inservice training and an orientation program for faculty, staff, employers, placement personnel, and other key staff and community members; and evaluating the effectiveness/efficiency of project activities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American, Asian, White, Multi-ethnic

Level of Severity of Target Population:

Mild, Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	5	18-25
Deafness	20	18-25
Developmentally Delayed	30	18-30
Specific Learning Disability	25	18-50
Mental Retardation	20	18-30
Cerebral Palsy	5	18-30
Orthopedic Impairment	20	18-40
Multiple Disabilities	125	18-50

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	100
Case Managers	6
Education Personnel	110
Employers	25
Vocational Educators	110

EQUAL ACCESS FOR STUDENTS TO EDUCATION AND EXPERIENCE (EASE)

Project Title:
Equal Access for Students to Education and Experience (EASE)

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Jane Chilcote

Federal Grant #: H078C10006

Project Coordinator:

Transition Institute #: 304

Contact Person:
Jane Chilcote

Project Start Date: 10/1/91

Mailing Address:
Arrowhead Community College Region
9th Avenue W. Chestnut Street
Virginia, MN 55792

Project End Date: 9/30/94

Telephone#: 218-749-7791

Geographic Area Served:
Region within the State of Minnesota

Fax #: 218-749-9619

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The EASE Project (Equal Access for Students to Education and Experience) will assist students with various disabilities in a successful college experience. This experience will provide students with greater opportunity in meeting their educational and career goals. The EASE Project will facilitate and develop inservice training and orientation programs for faculty, staff, and career placement personnel. The project will obtain the involvement of employers through shadowing experiences, internships, and work experiences. The EASE Project proposes to increase job placement or transfer to four year institutions. The EASE Project will provide information on program/work accessibility and accommodations to administrators, faculty, staff and employers.

Expected Outcomes:

The EASE Project is expected to serve 350+ students with disabilities who attend the campuses of the Arrowhead Community College Region of Northeastern Minnesota. Outcomes include:

1. Transition Team approach.
2. Improved services to meet individual needs of students with disabilities.
3. Interagency collaboration and communication for improved networking and complete service provision.

4. Increased attention to specific issues, needs and training for students through support groups.
5. Improved academic status through trained tutors and individual guidance.
6. Greater awareness of the needs of students with disabilities through faculty, employers, parent workshops and communications.
7. Develop partnerships with employers as mentors, informational advisors and work experience providers for students with disabilitiies.

Approach Used to Reach Expected Outcome

1. Establish transition networking with secondary schools, workshops.
2. Student support/success groups to strengthen interpersonal/advocacy and job skills.
3. Individual guidance on disability and assessment of needs.
4. Community interagency network participation.
5. Employers connection and partnership for mentorships, shadowing experiences, informational materials and workshops if available.
6. Faculty workshops, parent information, student information on meeting the needs of students and transition.
7. Individual Education Plan for each student.
8. Employers workshops on accommodating employees in the workplace who have disabilities, ADA, technology and general awareness.
9. Dissemination of information to educators, administrators, students, employers.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

350 Total - Number by sex not available.

Ethnicity of Target Population:

American Indian/Native American, African-American, White.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	16	18-Adult
Deafness	11	18-Adult
Developmentally Delayed	8	18-Adult
Specific Learning Disability	125	18-Adult
Substance Abuse Withdrawal	30	18-Adult
Orthopedic Impairment	39	18-Adult
Serious Emotional Disturbance	20	18-Adult
Articulation Disorder	1	18-Adult
Coordination Impairment	26	18-Adult
Other Health Impairment	41	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	325
Adult Service Providers	200
Education Personnel	420
Employers	150
Health Professionals	25
Paraprofessionals	120
Peer/Co-workers	72
Rehabilitation Personnel	18
Special Education Personnel	100
Vocational Educators	25
Community Mental Health	20
Community Social Services	15
Interagency Coordinating Council	90
Local Education	72

A VOCATIONAL TRAINING AND EMPLOYMENT MODEL FOR YOUTH WITH DISABILITIES: A GUARANTEE TO SUSTAINED EMPLOYMENT

Project Title:
A Vocational Training and Employment Model for Youth with Disabilities: A Guarantee to Sustained Employment

Project Director:
Lawrence Dennis

Project Coordinator:
Margo Vreeburg Izzo

Contact Person: Margo Vreeburg Izzo

Mailing Address:
CETE, The Ohio State University
1900 Kenny Road
Columbus, OH 43017

Telephone#: 800-848-4815

Fax #: 614-292-1260

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H152N0062-91

Transition Institute #: 264

Project Start Date: 9/1/90

Project End Date: 8/31/93

Geographic Area Served:
State of Ohio

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this proposed 3-year project is to implement and test an employment intervention program that assures that students with disabilities are fully integrated in competitive employment prior to graduation. For youth who cannot maintain employment prior to graduation, two options are available: (1) a thirteenth year is added to the secondary training and employment program; and/or (2) the student returns as an adult to gain additional training and employment assistance from the vocational program as permitted by Ohio House Bill 489. House Bill 489 assures that persons with disabilities may gain vocational services through vocational education at no cost to the individual.

Expected Outcomes:

This project will impact on the 102 vocational education planning districts throughout Ohio who are responsible for the delivery of vocational education for Ohio students. Cooperative efforts between special education and vocational personnel will be strengthened as they provide career and vocational development activities for youth with disabilities. This project also will directly impact on Ohio's over 200 work-study coordinators and the 122 vocational special education coordinators. These individuals participate in the career and vocational development of over 20,000 handicapped students.

Approach Used to Reach Expected Outcome

This proposed project has seven distinct objectives that will be implemented to ensure successful transitions:

1. To implement and test an employment intervention program that adds a 13th year of additional training and employment for youth with disabilities who are at risk of not maintaining employment prior to program completion.
2. To utilize an IEP/ITP planning process to coordinate the activities of school and agency personnel, families, and employers/employees so that youth with disabilities are placed in employment prior to leaving school.
3. To initiate a partnership with employers program that recruits volunteers from co-workers as well as delivers an intensive training program for frontline supervisors.
4. To provide cross-agency training for school and agency personnel, families, and employers on implementing a coordinated transition planning process.
5. To facilitate communication among local interagency task forces and the one state interagency task force so that policies and practices that promote transition to employment can be established and disseminated.
6. To evaluate the training and employment intervention program with outcome measures that determine initial and continuing employment status and measures of employer and youth satisfaction.
7. To disseminate this employment intervention program and the evaluation results to appropriate target groups for replication purposes.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 27 Female: 49

Ethnicity of Target Population:

Asian, African American, Hispanic, White

Level of Severity of Target Population:

Mild, Not specified

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	1	Information not available
Visual Impairment including Blindness	1	
Serious Emotional Disturbance	3	
Deafness	1	
Hearing Impairment	2	
Specific Learning Disability	26	
Mental Retardation	40	
Cerebral Palsy	1	
Spinal Cord Injury	1	

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	90
Families	250
Adult Service Providers	80
Case Managers	65
Education Personnel	840
Employers	200
Health Professionals	5
Job Coaches	30
Peer/Co-workers	130
Special Education Personnel	550
Vocational Educators	250
Community Mental Health	15
Interagency Coordination Council	60
State Education	20
State Mental Health	2
State Rehabilitation	4

THE MULTI-DISTRICT OUTREACH PROJECT

Project Title:
The Mutli-District Outreach Project

Project Director:
Robert Flexer

Project Coordinator:

Contact Person:

Mailing Address:
Kent State University
Research and Sponsored Programs
Room 233 Lowry Hall
Kent, OH 44242

Telephone#: 216-672-2070 or 216-672-2662

Fax #: N/A

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10027

Transition Institute #: 285

Project Start Date: 9/1/91

Project End Date: 9/1/94

Geographic Area Served:
State of Ohio

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to develop the capabilities of schools, adult service providers, and consumers to effectively plan and implement transition programs for students with disabilities.

Expected Outcomes:

The outcomes of this project are (1) model sites, (2) county or regional transition teams, and (3) a transition training manual. Twenty model sites are to be developed each year for three years beginning in FY92.

Approach Used to Reach Expected Outcome

This project used two day inservices and ongoing technical assistance. In addition, manuals are disseminated statewide and project staff are involved in state planning.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

STATE-FEDERAL PARTNERSHIP IN DEVELOPING CAREER PLACEMENT OPPORTUNITIES IN SIX MAJOR GOVERNMENT INSTALLATIONS FOR STUDENTS WITH EXTENSIVE MULTIPLE DISABILITIES IN A PUBLIC UNIVERSITY

Project Title:
State-Federal Partnership in Developing Career Placement Opportunities in Six Major Government Installations for Students with Extensive Multiple Disabilities in a Public University

Project Director:
Jeffrey A. Vernooy

Project Coordinator:

Contact Person:

Mailing Address:
Wright State University
Office of Disability Services
Dayton, OH 45435

Telephone#: 513-873-2140

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10029

Transition Institute #: 292

Project Start Date: 9/1/91

Project End Date: 8/31/94

Geographic Area Served:
Urban area within the State of Ohio (Population 50,000-100,000)

SpecialNet ID #: N/A

Project Purpose:

To design and implement a comprehensive system of career planning, placement services, and employment-related skills training for culturally diverse students with extensive and multiple disabilities.

Expected Outcomes:

Expected outcomes include: a multi-faceted nontraditional career planning process; an employment-related personal effectiveness and social skill development program; techniques for training project participants to be probative in assisting supervisors and co-workers; training programs for employment site supervisors. It is hoped that these programs will prove to be so successful that they will continue after federal funding ceases.

Approach Used to Reach Expected Outcome

This project will establish a partnership with six major U.S. Government agencies to address the problem of transition to work for college students with extensive and multiple disabilities. It will provide career planning services, assist students to develop appropriate work-related personal and social skills, assess and train participants in the use of adaptive technological equipment, and place participants in summer volunteer internships and full-time cooperative education jobs. The project will also provide training for employment site management and supervisory staff in the recruitment, hiring, and supervision of persons with disabilities from multicultural backgrounds.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

CAREER ENHANCEMENT FOR STUDENTS WITH DISABILITIES IN POSTSECONDARY EDUCATION PROGRAMS

Project Title:
Career Enhancement for Students
with Disabilities In Postsecondary
Education Programs

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Robert W. Flexer/Thomas J. Simmons

Federal Grant #: H078C20029

Project Coordinator:
Babette Begin Cameron
Doreen Piunno-Shell

Transition Institute #: 333

Contact Person:
Robert W. Flexer

Project Start Date: 10/1/92

Mailing Address:
Kent State University
310 White Hall
Kent, OH 44242-0001

Project End Date: 9/30/95

Telephone#: 216-672-2662

Geographic Area Served:
City within the State of
Ohio (Population 100,000+)

Fax #: 216-672-3407

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to develop and to test a model for enhancing institutional capacity for career services to students with disabilities at Kent State University.

Expected Outcomes:

1. Increased levels of employment for graduates from Kent State University who have disabilities.
2. Increased work experience and internship placements resulting in employment in areas closely related to student declared majors at Kent State University.
3. Increased awareness and accommodations regarding services and education of students with disabilities by faculty and staff at Kent State University.

Approach Used to Reach Expected Outcome

1. Coordination of services between the Office for Students with Disabilities and the Career Planning and Placement Office at Kent State University.

2. Cooperation and consolidation of efforts between student self-advocacy organizations at Kent State University.
3. Development of database system to access information on current students with disabilities at Kent State University and collect follow-up information regarding employment and quality of life states of graduates from Kent State University.
4. Development of in-service presentations for faculty and staff at Kent State University to educate and sensitize to issues critical to students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 12 Female : 18

Ethnicity of Target Population:

Asian, African-American, White, Multi-ethnic.

Level of Severity of Target Population:

Not Relevant.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	20	18-Adult
Deaf-Blindness	10	18-Adult
Hearing Impairment	20	18-Adult
Specific Learning Disability	120	18-Adult
Multiple Disabilities	10	18-Adult
Cerebral Palsy	40	18-Adult
Spinal Cord Injury	30	18-Adult
Substance Abuse Withdrawal	10	18-Adult
Visual Impairment including Blindness	20	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Education Personnel	10
Employers	20
Peer/Co-workers	30
Rehabilitation Personnel	5
Related Services Personnel	5
Special Education Personnel	5

Vocational Educators	5
Community Mental Health	3
Interagency Coordinating Council	15

ENHANCING CAREER PLACEMENT SERVICES FOR STUDENTS WITH DISABILITIES IN COMMUNITY COLLEGES

Project Title:
Enhancing Career Placement
Services for Students With
Disabilities in Community Colleges

Project Director:
Judith Ettizer, Al Phelps,
Lloyd Tindall

Project Coordinator:
Judith Ettizer

Contact Person:
Judith Ettizer

Mailing Address:
Center on Education and Work-
University of Wisconsin-Madison
964 Educational Sciences
1025 West Johnson St.
Madison, WI 53706

Telephone#: 608-263-4367

Fax #: 608-262-9197

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10011

Transition Institute #: 298

Project Start Date: 10/1/91

Project End Date: 9/30/94

Geographic Area Served:
Region within the United States

SpecialNet User ID #: N/A

Project Purpose:

To expand and improve career placement services for students with disabilities in Community and Technical Colleges

Expected Outcomes:

1. Prepare, review, and publish a series of publications describing effective practices and approaches
2. Conduct a series of training and technical assistance activities to disseminate the project's findings and publications

Approach Used to Reach Expected Outcome

1. Conduct a survey of effective services and practices
2. Work closely with four technical colleges to develop, implement and document the effectiveness of model approaches

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PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender: N/A

Ethnicity of Target Population: N/A (not direct service)

Level of Severity of Target Population: N/A (not direct service)

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
N/A (not direct service)		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
UNKNOWN (Pilot sites are just begining to deliver training.)	

SUMMARY OF EXPIRED PROJECT PROFILES IN REGION IV

Seven projects expired during 1992 in Region IV, the Great Lakes Area region . Four of these projects returned expired project questionnaires. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

These projects described the focus of their continuation activities after the expiration of federal funding. These efforts include dissemination of job training manuals, a locally referenced transition manual, transition planning strategy packets, and booklets, designing of a training package for school-based job coaches and vocational coordinators, providing a notebook on transition training, and hosting transition workshops.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include program refinement, referral, assessment, replication, training and dissemination.

PROJECT PRODUCTS

Projects listed products developed during their funding period: brochures, a questionnaire assessment, a newsletter, a notebook on networking, Indiana statewide transition directory, a parent handbook, a video tape on employer/student transition activities, and a final report/program outline.

GO DIRECTLY TO WORK: A COMMUNITY EMPLOYMENT MODEL FOR YOUTH WITH SEVERE DISABILITIES

Project Title:
Go Directly To Work: A Community
Employment Model For Youth
With Severe Disabilities

Competition #: 84.158N

Contact Person: Susan Rinne

Transition Institute #: 233

Mailing Address:
Institute for the Study of Developmental
Disabilities
Indiana University
2853 East 10th Street
Bloomington, IN 47408-2601

Project End Date: 9/30/92

Telephone#: 812-855-6508

Current Focus of Project Continuation Activities:

1. Pilot community transition council guide in 6 communities in the State.
2. Pilot graduate follow-up survey in three additional communities.
3. Disseminate job training manuals, locally referenced transition manual and transition planning strategy packets.
4. Design training package for school based job coaches and vocational coordinates.
5. Revise locally referenced transition manual to include information for people with mild disabilities and disseminate to Special Education districts.

Project Components Being Continued / Contact Person / Agency:

1. replication / Susan Rinne / University
2. dissemination / Marilyn Irwin / University
3. training / Susan Rinne / University
4. program refinement/revision / Susan Rinne / University

Project Products:

Journal Articles/Monographs - Get It Writing: Individual Transition Planning
Parent Handbook - Planning for Effective Transition
Replication Manual - School to Community Transition: A Planning & Procedures Handbook
Project Developed Instruments - Systems Components for Effective Transition
Project Developed Instruments - Model Inter-agency Agreement
Training Manual - Community Job Training for High School Students With Severe Disabilities
Other - Indiana Statewide Transition Directory

SECONDARY TRANSITION FOLLOW-ALONG/FOLLOW-UP SYSTEM

Project Title:
Secondary Transition Follow-Along/
Follow-Up System

Competition #: 84.158R

Contact Person:
Richard Weatherman

Transition Institute #: 209

Mailing Address:
Institute on Community Integration
6 Pattee Hall, 150 Pillsbury Dr., S.E.
Minneapolis, MN 55455

Project End Date: 9/30/92

Telephone#: 612-624-4826

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

FAMILY NETWORKING IN THE TRANSITION YEARS

Project Title:
Family Networking in the Transition
Years

Contact Person: Marge Goldberg

Mailing Address:
PACER Center
4826 Chicago Ave. S
Minneapolis, MN 55417

Telephone#: 612-827-2966

Competition #: 84.158S

Transition Institute #: 229

Project End Date: 9/30/92

Current Focus of Project Continuation Activities:

1. dissemination of Booklet to parents, "Begin the Between"
2. Offering notebook of 8 session program to others who wish to replicate parent transition meetings
3. Host some transition workshops for parents and professionals
4. Continue to work actively in the state for improved transition services - coordinate with agencies/schools/other organizations?

Project Components Being Continued / Contact Person / Agency:

1. training / Marge Goldberg / PACER will continue to offer transition workshops for parent/staff
2. Education (written materials) / Marge Goldberg / PACER will disseminate Booklet and written material on transition
3. Continue to take part in statewide network on transition / Each agency has a transition contact / Interagency meetings - SEA and DRS
4. Offer notebook on transition training to others who want to replicate 8 session program / Marge Goldberg / PACER Center will give TA to others who request

Project Products:

Parent Handbook - Begin the Between
Replication Manual - Notebook on Networking Parent Sessions Transition
Newsletter - Transition Link

PROJECT EXTRA

Project Title:
Project Extra

Contact Person: Lynda Price

Mailing Address:
240 Appleby Hall
128 Pleasant St. S.E.
General College
University of Minnesota
Minneapolis, MN 55455

Telephone#: 612-625-7578

Competition #: 84.078C

Transition Institute #: 242

Project End Date: 7/30/92

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

DEVELOPMENT AND EVALUATION OF A TRANSITION EMPLOYER NETWORK FOR YOUTH WITH SEVERE HANDICAPS

Project Title:
Development and Evaluation of a
Transition Employer Network for Youth
With Severe Handicaps

Competition #: 84.158N

Contact Person: Dr. Thomas Simmons

Transition Institute #: 236

Mailing Address:
310 White Hall
Kent State University
Kent, OH 44242-0001

Project End Date: 7/31/92

Telephone#: 216-672-2662

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

A COLLABORATIVE MODEL: EDUCATION, REHABILITATION AND BUSINESS

Project Title:
A Collaborative Model: Education,
Rehabilitation and Business

Competition #: 84.158N

Contact Person: Maura Sutherland

Transition Institute #: 237

Mailing Address:
Associated Services for the Blind
919 Walnut Street
Philadelphia, PA 19107

Project End Date: 9/30/92

Telephone#: 215-627-0600

Current Focus of Project Continuation Activities:

None indicated.

Project Components Being Continued / Contact Person / Agency:

1. Intake / Maura Sutherland / private non-profit agency
2. Assessment / Maura Sutherland / private non-profit agency
3. Referral / Maura Sutherland / private non-profit agency
4. Training / Maura Sutherland / private non-profit agency
5. Program Refinement / Maura Sutherland / private non-profit agency
6. Dissemination (limited) / Maura Sutherland / private non-profit agency

Project Products:

Brochure - Project Brochure
Newsletter - Transition Insight (back copies)
Parent Handbook/Student Handbook - Currently being reviewed for publication by American Foundation for the Blind
Project Developed Instruments - Various questionnaires and assessments
Video Tape - Transition Project Video
Curricula - Mobility, Daily Living, Job Readiness and Computer Literacy

CAREER AWARENESS AND TRANSITION PROGRAM

Project Title:
Career Awareness and Transition Program

Competition #: 84.078C

Contact Person: Jennifer A. McCarthy

Transition Institute #: 248

Mailing Address:
Office of Career Services
College Misericordia
301 Lake Street
Dallas, PA 18612-1098

Project End Date: 8/92

Telephone#: 717-674-6343

Current Focus of Project Continuation Activities:

Project completed 8/92

Project Components Being Continued / Contact Person /Agency:

The Career Awareness and Transition Program has been absorbed into College Misericordia's Career Services Office. Learning disabled will receive individual assistance as well as special programming to meet their needs. / Jennifer McCarthy / College Misericordia

Project Products:

Brochure - Brochure of Office Services
Student Handbook - Career Development Handbook for L.D. College Students
Brochure - Request for Letter of Recommendation Pamphlet
Replication Manual - Final Report/Program Outline
Video Tape - Employer/Student Transition Activities

SUMMARY OF REGION V PROJECT PROFILES

REGIONAL PROFILE

Region V, the Mountain Plains region, is composed of ten states: Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming; this region also includes the Bureau of Indian Affairs. The 13 current projects in Region V are located in Colorado (n=2), Iowa (n=2), Kansas (n=3), Missouri (n=2), Montana (n=1), Nebraska (n=1), North Dakota (n=1), and Utah (n=1). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Training and Employment Projects (84.158N), and Research Projects on the Transition of Special Populations (84.158P).

GEOGRAPHIC AREA SERVED

Of the thirteen current projects, four report serving a region within a state, two report serving a state, two report serving a city of over 100,000 people, two report serving an urban area of 50,000-100,000 people, and one serves a region within the nation. The remaining two projects do not provide information about the geographic area served.

PRIMARY GRANTEE

Four universities, three university affiliated programs, three private nonprofit agencies, two community colleges, and one state education agency were awarded grants under this competition.

PROJECT PARTICIPANTS

Of the target population for the projects in this region, 48% had a serious emotional disturbance, 24% had a specific learning disability, and 15% are persons with mental retardation. The remainder of the target population have the following disabilities: deafness, developmentally delayed, economically disadvantaged, hearing impairment, epilepsy, traumatic brain injury, orthopedic impairment, articulation disorder, and visual impairment including blindness.

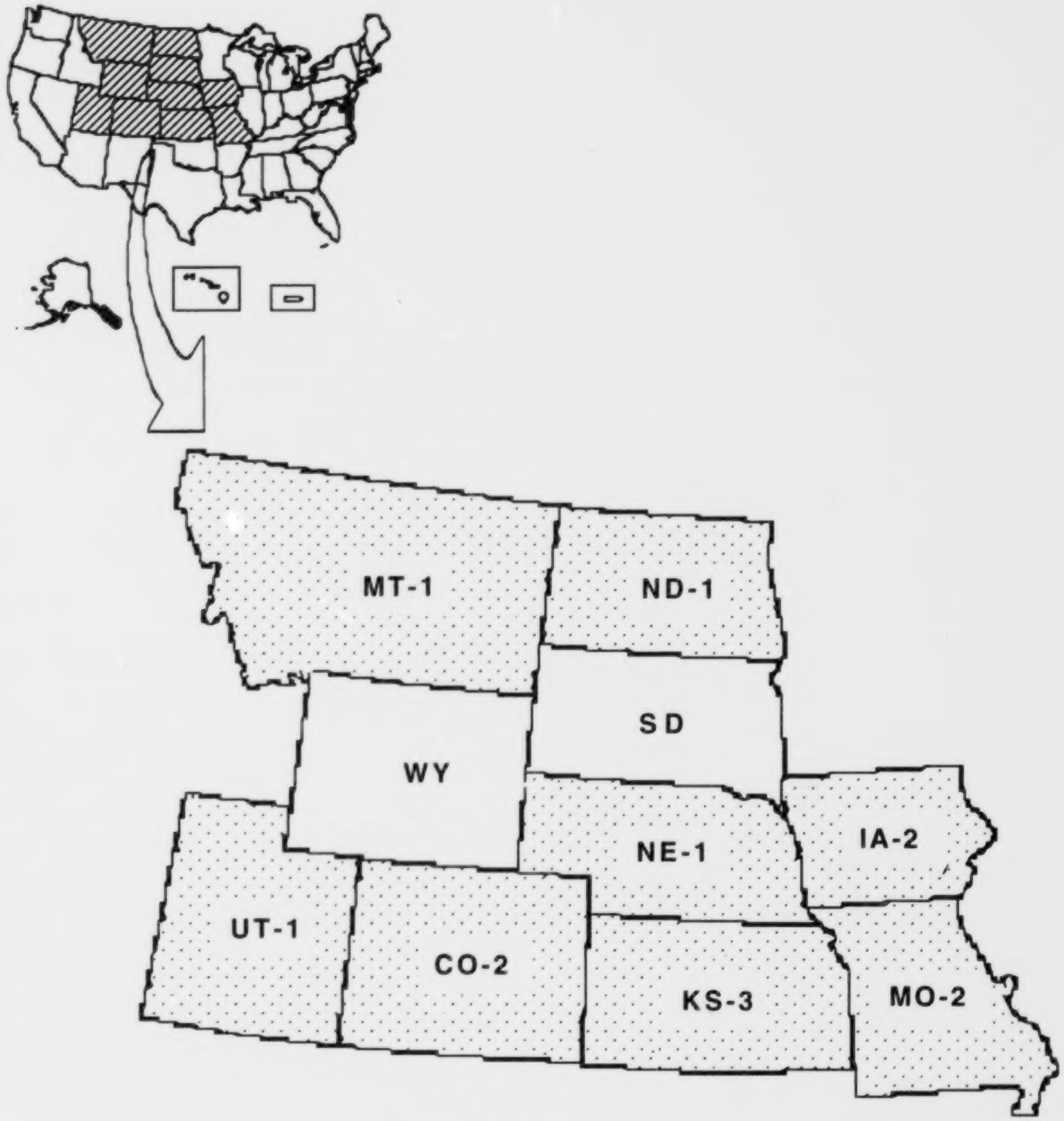
The number of individuals receiving direct training or service through project activities are 500 individuals with special needs, 264 families, 52 parents, 966 project and agency personnel, 4,219 education personnel, and 229 service delivery system personnel.

COOPERATING AGENCIES

The projects mention involvement with cooperating agencies or organizations. Seven projects report cooperation with a local education agency; seven are cooperating with a rehabilitation agency. Four projects report cooperative efforts with university, three are cooperating with state education agencies, and three projects are working with mental health/developmental disabilities agencies . Two projects report cooperation with consumer/advocacy organizations, and two are with private, non-profit service agencies. Some projects are cooperating with each one of the following agencies: community college, university affiliated program, intermediate education agency, tribal education, for-profit organization, independent living center, and rehabilitation facility. Six projects indicate cooperation with other organizations.

Geographic Distribution of Model Demonstration Projects in Region V: Mountain Plains as of July 1993

(N = 13)


MT-1
ND-1
SD
WY
NE-1
IA-2
UT-1
CO-2
KS-3
MO-2

░ **Shading indicates states where projects are located.**

Number indicates number of projects

STUDENT *OPPORTUNITIES FOR SUCCESS*

Project Title:
Student Opportunities for Success

Project Director:
Cathy Schelly and Pat Sample

Project Coordinator:
Julia Kothe

Contact Person: Julia Kothe

Mailing Address:
Colorado State University
Transition Services
303 Occupational Therapy Building
Fort Collins, CO 80523

Telephone#: 303-491-5930

Fax #: 303-491-6290

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10006

Transition Institute #: 282

Project Start Date: 10/1/92

Project End Date: 9/30/93

Geographic Area Served:
Urban area within the
State of Colorado
(Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

The Student Opportunities for Success Project represents a cooperative community effort to investigate the relationship between vocational experiences and post-school outcomes for students with significant emotional disorders and/or secondary school youth who have been adjudicated due to behaviors.

Using a comparison of supported employment services and entrepreneurial enterprises, Transition Services of Colorado State University, in cooperation with the Poudre School District, will work with 48-60 students, ages 16 through 21, who have been placed in three different alternative programs as a result of failure in a mainstreamed secondary education environment.

Expected Outcomes:

Outcomes for the Student Opportunities for Success Project are targeted in the following areas:

Employment: Students participating in the SOS project will demonstrate effective employability skills, greater work ethic, a realistic understanding of interests and abilities and greater long-term success on-the-job.

Independent Living: Students will become self advocates and be familiar with community resources. In addition, students will demonstrate more effective independent living skills and an improved quality of life as they are empowered to be "in charge" of their own lives.

Interagency: A working team of service providers will assist with transition-related activities and provide continuity and vocational support for students before and after they leave school.

Research: Research will be conducted to determine the relationship between the type of vocational experience prior to exit from school and postschool outcomes.

Approach Used to Reach Expected Outcome

Employability outcomes are achieved through a variety of supported employment and entrepreneurial employment strategies. Youth determine appropriate job placements and interests through a functional community-referenced assessment process in which a student's interests and ability to function in different domain areas are identified. Effective employability skills and work ethic are learned through supported employment in the community and entrepreneurial projects in the classroom.

Independent living outcomes are achieved as students participate in their own case management. An action planning process is utilized to empower students to set goals and make informed decisions about different areas of their lives. In addition, independent living skills are learned as a result of individualized support from the SOS staff.

Interagency outcomes have occurred through an existing school district task force which focuses on the unique vocational and transition needs of secondary students with emotional disorders.

Research outcomes will be determined through the instruments noted in this questionnaire.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 16 Female: 9

Ethnicity of Target Population:

American Indian/Native American, African American, Hispanic, White, Multi-ethnic

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	24	16-20

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families	14
Adolescent Parents	2
Caregivers	4
Case Managers	8
Education Personnel	9
Employers	15
Job Coaches	2
Paraprofessionals	1
Peer/Co-workers	15
Recreation Personnel	5
Rehabilitation Personnel	2
Special Education Personnel	3
Vocational Educators	5
Interagency Coordinating Council	(5 groups)

CHOICE MAKERS

Project Title:
Choice Makers

Competition #: 84.158K
(Self-Determination Project)

Project Director:
James E. Martin

Federal Grant #: H158K10040

Project Coordinator:
Laura H. Marshall

Transition Institute #: 309

Contact Person:
James Martin

Project Start Date: 8/1/91

Mailing Address:
University of Colorado at Colorado Springs
Center for Educational Research
P. O. Box 7150
Colorado Springs, CO 80933

Project End Date: 7/30/94

Telephone#: 719-593-3266

Geographic Area Served:
City within the State of
Colorado
(Population 100,000+)

Fax #: N/A

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

To demonstrate that transitioning students with mild to moderate learning and behavior problems can become self-determined by directing and managing their own IEP.

Expected Outcomes:

By the end of the project we will have directly worked with 18 teachers and over 285 students across nine high schools. Together, we will:

1. identify self-determination skills and validate self-administered and teacher/parent administered self-determination checklists;
2. establish out-of-school self-directed job match and self-managed placements activities to ensure employment upon existing school;
3. establish in-school class match and a self-directed IEP process;
4. develop self-determination curriculum and instructional procedures, including professional quality video tapes;
5. establish strategies to help parents and service providers accept increased self-determined behaviors;

6. establish a school-based job coach program that uses adults with disabilities as trainers, advocates, and role models; and
7. disseminate 11 articles, 3 videos, a final report, and a book that describes the curriculum, instructional procedures, case studies, and effectiveness data.

Approach Used to Reach Expected Outcome

Train teachers to implement self-determination curriculum with middle school and high school students. Provide awareness training to parents.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

White, Multi-ethnic.

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Specific Learning Disability	200	12-17
Mental Retardation	100	12-17
Serious Emotional Disturbance	300	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families	200
Educational Personnel	20
Job Coaches	15
Paraprofessionals	30
Peer/Co-workers	50
Special Education Personnel	80
Local Education Administrators	15
State Rehabilitation	4

A DISPERSED-HETEROGENEOUS-PLACEMENT SUPPORTED EMPLOYMENT MODEL: AN INNOVATIVE ALTERNATIVE FOR TRANSITIONING STUDENTS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

Project Title:
A Dispersed-Heterogeneous-Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School to Work

Project Director:
John A. Nietupski

Project Coordinator:
Sandra A. Chappelle

Contact Person: John A. Nietupski

Mailing Address:
University of Iowa
Iowa University Affiliated Program
University Hospital School, Room 257
Iowa City, IA 52242-1011

Telephone#: 319-356-4664

Fax #: 319-356-8284

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N00054

Transition Institute #: 262

Project Start Date: 7/90

Project End Date: 7/93

Geographic Area Served:
Region within the State of Iowa

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this proposed project is to develop an innovative, supported employment model, termed a Dispersed-Heterogeneous-Placement model, for transitioning 48-60 youth, ages 17-21+, with mental retardation, including those with severe/profound disabilities, into paid, community jobs over a three-year period. The Dispersed-Heterogeneous-Placement model involves the dispersal of several consumers (4-5), including at least one person with severe or profound retardation, within a community business.

Expected Outcomes:

Anticipated outcomes of the Dispersed-Heterogeneous-Placement model are: 1) to insure that persons with the most severe handicaps gain access to supported employment and transition services; 2) insure employer/supervisor satisfaction with the performance of supported employees, including those with the most severe disabilities; and 3) allow for an evaluation of the effectiveness of the proposed Dispersed-Heterogeneous-Placement model.

Approach Used to Reach Expected Outcome

Local staff from the cooperating school/rehabilitation agencies referred consumers to this project. Referrals were based on: a) age of consumer (17 years+); b) consumer interest in a community job; c) parental/guardian consent to participate in the project. Based on the referral information, a search begins to identify possible employees, where we would be able to place individuals with a range of talents. Upon identification of possible positions, the job match process occurs. Individuals are selected, placed and trained to meet employer needs.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 11 Female: 12

Ethnicity of Target Population:

African-American, Hispanic, White

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Developmentally Delayed	11	18-adult
Mental Retardation	11	18-adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers	2
Job Coaches	4
Rehabilitation Personnel	8

TRANSITION PROGRAM FOR UNIVERSITY STUDENTS WITH DISABILITIES

Project Title:
Transition Program for University Students with Disabilities

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Morgan Connolly

Federal Grant #: H078C20009

Project Coordinator:

Transition Institute #: 339

Contact Person:
Bob Stensrud

Project Start Date: 10/1/92

Mailing Address:
Drake University
2507 University Avenue
Des Moines, IA 50311

Project End Date: 9/30/95

Telephone#: 515-271-3100

Geographic Area Served:
Region within the State of Iowa

Fax #: 515-271-4140

E-Mail: N/A

SpecialNet User ID #: N/A
Internet-bs-6991

Project Purpose:

To create a more effective mechanism for providing pre-employment and employment opportunities to students with disabilities in higher education.

Expected Outcomes:

1. Reduction of barriers to students with disabilities on campus, i.e., accessibility, accommodations, etc..
2. Satisfactory employment following graduation.

Approach Used to Reach Expected Outcome

1. Development of university procedures regarding identification and accommodation of students with disabilities.
2. Faculty and staff training and faculty handbook.
3. Reduction of physical barriers on campus.
4. Development of student mentoring system.
5. Development of an employer support network.
6. Faculty awareness/attitude survey.
7. Student training.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Multi-ethnic.

Level of Severity of Target Population:

Not specified

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	2	18-Adult
Serious Emotional Disturbance	1	18-Adult
Hearing Impairment	1	18-Adult
Specific Learning Disability	1	18-Adult
Cerebral Palsy	1	18-Adult
Spinal Cord Injury	2	18-Adult
Orthopedic Impairment	2	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

BRIDGES TO SUCCESS: ENHANCING NATIONAL SUPPORTS IN COMMUNITY EMPLOYMENT FOR YOUTHS WITH DISABILITIES

Project Title:
Bridges to Success: Enhancing National Supports in Community Employment for Youths with Disabilities

Competition #: 84.158N
(Training and Employment Project)

Project Director:
R. M. Stineman

Federal Grant #: H158N00064

Project Coordinator:

Transition Institute #: 263

Contact Person: R. M. Stineman

Project Start Date: 7/10/90

Mailing Address:
Full Citizenship, Inc.
211 E. 8th, Suite F
Lawrence, KS 66044

Project End Date: 7/10/93

Telephone#: 913-749-0603

Geographic Area Served:
Urban area within State of Kansas
(Population 50,000-100,000)

Fax #: 913-749-0646

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

Improve services and system of transition for youths with disabilities.

Expected Outcomes:

The project will enhance interagency collaboration by developing a common referral system to avoid duplication of agency contacts in the job development process. Employers will be provided with a resource manual to help them gain access to local community services.

Approach Used to Reach Expected Outcome

Training will be provided to employers and families on state-of-the-art principles in supported employment; families will be encouraged to incorporate goals oriented to supported work in students IEPs, while employers will be encouraged to participate in an annual job fair. "Veteran" employers of disabled youth will be matched prospective employers to assist them in developing their job fair exhibits and other strategies for establishing supported work positions.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	5	12-21
Mental Retardation	22	12-21
Cerebral Palsy	2	12-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

KANSAS TRANSITION STUDY: ADOLESCENTS WITH SEVERE EMOTIONAL DISTURBANCE

Project Title:
Kansas Transition Study: Adolescents with Severe Emotional Disturbance

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Project Director:
Charles R. Campbell

Federal Grant #: H158P10033

Project Coordinator:
Kenton Denny

Transition Institute #: 277

Contact Person: Charles R. Campbell

Project Start Date: 10/1/91

Mailing Address:
University of Kansas
Kansas University Affiliated
Program at Parsons
1602 Gabriel
Parsons, KS 67357

Project End Date: 9/30/94

Telephone#: 316-421-6550, Ext. 1859

Geographic Area Served:
Region within the State of Kansas

Fax #: N/A

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

This project proposes to identify and analyze student and ecological setting variables that serve to facilitate or hinder transition of these students into general/less restrictive educational settings.

Expected Outcomes:

Project staff will accomplish three goals, one research and two project support that include:

1. Investigate the setting events critical to the transition process,
2. Provide for project and program evaluation, and
3. Provide for broad based impact of project findings through dissemination.

Approach Used to Reach Expected Outcome

The proposed activities are several. First the school records of approximately 200 students (14-21 years old) enrolled in regular and special education classes will be reviewed to identify their current placements and obtain demographic information and other permanent record data thought to be related to successful transition. Semistructured interviews will be conducted with a smaller sample (100) of these students and their special and regular education teachers and parents to obtain additional current information regarding their educational status, teacher, student, and parent perceptions of barriers to transition, and the social networks of students. Next, 50 of these students will be followed over a three year period to document changes in their educational placements and variables associated with their transitions. Finally, a more comprehensive study involving 72 students is proposed which will measure a variety of student, teacher, and educational setting variables. The relationship of these variables to students' educational placement and teacher-rated adjustment will be analyzed.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

African American, White

Level of Severity of Target Population:

Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	200	14-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

SELF DETERMINATION THROUGH GROUP ACTION PLANNING

Project Title:
Self Determination Through
Group Action Planning

Project Director:
Emma Longan

Project Coordinator:

Contact Person:

Mailing Address:
Full Citizenship, Inc.
211 E. 8th St., Suite F
Lawrence, KS 66044

Telephone#: 913-749-0603

Fax #: 913-749-0646

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20035

Transition Institute #: 317

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
No information available

SpecialNet User ID #: N/A

Project Purpose:

The Self-Determination through Action Planning project proposes to develop, implement and evaluate the Group Action Planning process as a means to self-determination for individuals with disabilities.

Expected Outcomes:

1. Develop in the individual with disabilities the interest/motivation and skills necessary to participate in the Group Action Planning process. The individual will target seven domains of daily life: Domestic, transportation, employment, financial, recreational, social relationships, behavioral, and community participation.
2. Develop within the social environment of the individual the interest/motivation and skills to support the individual with disabilities. Significant others, including family, friends, and service providers, will engage in the Group Action Planning process and provide assistance to the individual when needed.

Approach Used to Reach Expected Outcome

The innovative Group Action Planning process includes identifying visions, goals, obstacles, and resources and then creating an Action Plan which identifies the next steps, including who, when and how. Using this format, the individual with disabilities will be supported by the group (i.e., significant others including family, friends, and service providers) to formulate action plans based on eight targeted domains of daily life. The seven domains include: Domestic, transportation, employment, financial, recreational, social relationships, behavioral, and community participation.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

WORKABILITY

Project Title:
WorkAbility

Project Director:
Joanie Gould Friend

Project Coordinator:
Gretchen Blythe

Contact Person:
Joanie G. Friend

Mailing Address:
Metropolitan Community College
3201 Southwest Trafficway
Kansas City, MO 64111

Telephone#: 816-759-4154

Fax #: 816-561-5914

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10016

Transition Institute #: 301

Project Start Date: 10/91

Project End Date: 9/94

Geographic Area Served:
City within the State of Missouri
(Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To facilitate increased cooperative efforts between the special needs counselors, placement offices, community service providers, and employers in the Kansas City metro area to increase job placement opportunities for students with disabilities.

Expected Outcomes:

Three hundred students are expected to receive direct services of career counseling, job search skills training, mentoring and 75% (225) are to be placed in career related work experiences. Seventy five percent (169) of students receiving internships will transfer to four year schools or obtain career related employment after graduation. Five hundred MCC employees will receive disability awareness training and 150 employers will be trained on ADA and disability awareness issues.

Approach Used to Reach Expected Outcome

Students will be recruited with cooperation from Missouri Vocational Rehabilitation Counselors, Special Services Staff at the colleges and use of the video "A Partnership for Success" in college orientation programs. Career development plans will be developed and services provided accordingly. A mentor data base will be created as a resource for career information and mentor recruitment. Faculty, Staff and

Employer training on ADA implementation and disability awareness issues will be provided to reduce barriers to employment and academic program access.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Several Disabilities Addressed in One Project (Specific Learning Disability as the largest group) (Can't determine specific disabilities until the end of funding period)	Not specified	18+

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	300
Education Personnel	650
Employers	215
Rehabilitation Personnel	75
State Education	50
State Rehabilitation	50

CREATING EMPLOYMENT OPPORTUNITIES

Project Title:
Creating Employment Opportunities

Project Director:
Joy C. Amuedo

Project Coordinator:
Joy C. Amuedo

Contact Person:
Joy C. Amuedo

Mailing Address:
University of Missouri-Columbia
Missouri LINC
401 E. Stewart Road, Room 200
Columbia, MO 65211-0001

Telephone#: 314-882-7576

Fax #: 314-884-6300

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20011

Transition Institute #: 331

Project Start Date: 10/92

Project End Date: 10/94

Geographic Area Served:
State of Missouri

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this U.S. Department of Education supported project is to expand the capabilities of personnel involved in the career planning process of students with disabilities in institutions of higher education.

Expected Outcomes:

The intended outcome of the project is to increase work experiences for students with disabilities in postsecondary settings and job placement opportunities for graduates of postsecondary institutions.

Approach Used to Reach Expected Outcome

1. The development of materials and training in the areas of support services, ability/disability awareness issues, accommodations and accessibility, job development, self advocacy, and mentoring.
2. The establishment of networks to provide support and commitments to expand work experiences for persons with disabilities.
3. The increased rate of job placements for students with disabilities through interagency agreements.
4. The creation of more work experience opportunities, and

5. The provision of technical assistance to personnel at postsecondary institutions in the state of Missouri.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : N/A Female : N/A

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

New project—Information not yet available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

New project—Information not yet available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

New project—Information not yet available.

PROJECT BRIDGE

Project Title:
PROJECT BRIDGE

Project Director: Arlene H. Parisot

Project Coordinator:
Diana Wyatt

Contact Person:
Arlene H. Parisot

Mailing Address:
Great Falls Vocational-Technical Center
2100 16th Avenue South
Great Falls, MT 59405

Telephone#: 406-771-7140

Fax #: 406-453-6769

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C00015

Transition Institute #: 252

Project Start Date: 10/01/90

Project End Date: 9/30/93

Geographic Area Served:
Region within the State of Montana

SpecialNet User ID #: N/A

Project Purpose:

To develop and implement four model components to assist youth and adults in making transitions into postsecondary education training opportunities.

Expected Outcomes:

Results and narrative monographs will be submitted for dissemination through national, local and state professional conferences and vocational journals. The project will also be disseminated to the state's other four vocational-technical centers, three public community colleges, and seven tribal community colleges, as well as six institutions of higher education.

Approach Used to Reach Expected Outcomes:

A coordinated model will be developed to locate and advise youths with disabilities and adults with disabilities to facilitate successful transition. A comprehensive vocational assessment model will be developed to enhance ability of secondary educators, guidance counselors, and rehabilitation personnel to establish individualized transition plans. An inservice model will be developed for secondary resource educators to increase knowledge, skills, and competencies in delivery of transition services. A comprehensive model of supportive service in postsecondary vocational education will be evaluated and refined. A model of placement services for those who have completed postsecondary programs to secure and maintain competitive employment will be developed.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 37 Female: 63

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, White

Level of Severity of Target Population:

Mild & Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	2	15-35
Deafness	20	28-45
Hearing Impairment	5	15-50
Specific Learning Disability	65	15-50
Mental Retardation	35	15-21
Cerebral Palsy	5	15-30
Spinal Cord Injury	4	25-35
Other Health Impairment	10	24-50
Epilepsy	10	15-45
Traumatic Brain Injury	3	25-35
Orthopedic Impairment	30	26-50
Articulation Disorder	5	15-30
Visual Impairment including Blindness	4	15-50

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Education Personnel	30
Rehabilitation Personnel	8
Related Services Personnel	9
Special Education Personnel	20

POSTSECONDARY RESUME
(RELEVANT EMPLOYMENT FOR STUDENTS IN UNIVERSITY MEDIATED EXPERIENCES)

Project Title:
Postsecondary RESUME
(Relevant Employment for Students in
University Mediated Experiences)

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Mary Friehe/Janice Leuenberger

Federal Grant #: H078C20010

Project Coordinator:
Linda Peck

Transition Institute #: 336

Contact Person:
Mary Friehe/Janice Leuenberger

Project Start Date: 10/1/92

Mailing Address:
University of Nebraska at Omaha
Room 117 EAB
Omaha, NE 68182

Project End Date: 9/30/95

Telephone#: 402-554-3182

Geographic Area Served:
State of Nebraska

Fax #: 402-554-3515 (Omaha)
402-472-7697 (Lincoln)

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

Project Postsecondary RESUME is designed to enhance the role and capability of career planning and placement (CPP) offices across the campuses of the state university system in preparing and successfully placing students with disabilities in employment.

Expected Outcomes:

It is anticipated that 10% of the students with disabilities on each campus (approximately 50) will access CPP services and participate in pre-employment or employment placements the first year. It is also expected that the number of businesses actively working with CPP offices to recruit and place graduates with disabilities will increase.

Approach Used to Reach Expected Outcome

1. Inservice to personnel working with students with disabilities;
2. Pre-employment and follow-up services for students with disabilities;

3. Technical assistance for faculty, CPP personnel, consumer advocacy groups and parents.

PROJECT CONSUMERS FOR CURRENT YEAR
(Projected)

Number of Consumers Served by Gender:

Male : 60%   Female : 40%

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

New project—Information not yet available.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	New Project—Information not yet available	18-Adult
Deafness		
Hearing Impairment		
Cerebral Palsy		
Spina Bifida		
Traumatic Brain Injury		
Specific Learning Disability		
Spinal Cord Injury		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	50
Education Personnel	3500
Employers	15
Interagency Coordinating Council	1
State Development Disabilities	2
State Rehabilitation	2

A COLLABORATIVE SKILLS SUPPORT SYSTEM FOR JOB CORPS PROGRAMS

Project Title:
A Collaborative Skills Support System
for Job Corps Programs

Project Director:
Audrey Lunday

Project Coordinator:
Linda Van Borkam

Contact Person:
Audrey Lunday

Mailing Address:
North Dakota Center for Disabilities
500 University Avenue
Minot, ND 58701

Telephone#: 701-857-3056

Fax #: 701-839-6933

E-Mail: Lunday@warp6.cs.misu.nodak.edu

Competition #: 84.158D
(Youths with Disabilities Who Have
Dropped Out of School Project)

Federal Grant #: H158D20003

Transition Institute #: 327

Project Start Date: 1/1/93

Project End Date: 12/29/95

Geographic Area Served:
State of North Dakota

SpecialNet User ID #: ND.MSUSPED

Project Purpose:

The proposed project will establish a collaborative model which supports the development of an integrated, job-related communication training program. This model will infuse language therapy into a Job Corps Center's vocational and academic programs for high school dropouts.

Expected Outcomes:

Dissemination of information and data which describe different aspects of model and program performance will allow replication at other job corps sites.

Approach Used to Reach Expected Outcome

Project staff will develop a functional evaluation of language and communication skills for each vocational area. Data from that evaluation will be used to guide the development of training materials which will be designed for use in a collaborative therapy program in academic and vocational classrooms, and in employment settings.

PROJECT CONSUMERS FOR CURRENT YEAR
(Projected)

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

American Indian/Native American, African-American, White.

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Several Disabilities addressed in one project.	New project—Information not yet available	

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	New project—Information not yet available
Families	
Adult Service Providers	
Education Personnel	
Employers	
Job Coaches	
Recreation Personnel	
Rehabilitation Personnel	
Related Services Personnel	
Special Education Personnel	
Local Education	
Other Service Delivery System	

IT'S MY LIFE

Project Title:
It's My Life

Project Director:
Emilee Curtis

Project Coordinator:
Emilee Curtis

Contact Person:
Emilee Curtis

Mailing Address:
New Hats, Inc.
148 E. 6065 So. #6
P.O. Box 57567
Salt Lake City, UT 84157

Telephone#: 801-268-9811

Fax #: N/A

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20028

Transition Institute #: 314

Project Start Date: 10/92

Project End Date: 10/95

Geographic Area Served:
City within the State of Utah
(Population 100,000)

SpecialNet User ID #: N/A

Project Purpose:

To demonstrate that transitioning students can create self-initiated lifestyles and develop self determination as the basis for a complete way of life. This is accomplished by "total immersion," not a class in self determination.

Expected Outcomes:

A replicable self-determination model for transitioning students:

1. A workbook, teacher's materials and video about students initiating and directing their planning
2. a profile/assessment tool for determining life dreams and capacities that relate to self-determination
3. film festival
4. materials for teachers and parents to assist them in encouraging self reliance.

Approach Used to Reach Expected Outcome

1. A pilot test with 30 students.
2. A main field test with 4 schools in the second year and 4 school districts in the third year.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 17 Female : 14

Ethnicity of Target Population:

Hispanic, Pacific/Native Hawaiian, White, Other

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	4	18-22
Developmentally Delayed	18	18-22
Economically Disadvantaged	6	18-22
Specific Learning Disability	6	18-22
Mental Retardation	3	18-22
Cerebral Palsy	1	18-22
Traumatic Brain Injury	3	18-22
Orthopedic Impairment	1	18-22

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	150
Families	50
Parents	50
Adult Service Providers	50
Case Managers	30
Education Personnel	10
Employers	10-20
Job Coaches	60
Paraprofessionals	65
Peer/Co-workers	30
Recreation Personnel	25
Rehabilitation Personnel	45
Special Education Personnel	50
Vocational Educators	10
Community Social Services	35

Interagency Coordinating Council	10
Local Education	16
State Development Disabilities	30
State Education	5
State Rehabilitation	4
Other Service Delivery System	5

SUMMARY OF EXPIRED PROJECT PROFILES IN REGION V

Five projects expired during 1992 in Region V, the Mountain Plains region. Two of these projects returned expired project questionnaires. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

These projects described the focus of their continuation activities after the expiration of federal funding. These efforts include completion of a pilot study and expansion to other local education agencies, completion of program evaluation, technical assistance for pilot sites, and completion of a computerized database.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include referral, development of transition councils, intake/eligibility determination, assessment, training, education counseling, placement, and follow-up program revision.

PROJECT PRODUCTS

Projects listed products developed during their funding period: brochures, a parent/student handbook, and Kansas follow-along manual.

IMPROVING LOCAL OUTCOMES THROUGH THE COLORADO STUDENT TRACKING SYSTEM

Project Title:
Improving Local Outcomes Through the
Colorado Student Tracking System

Competition #: 84.158R

Contact Person: Deborah Skovron

Transition Institute #: 222

Mailing Address:
Rocky Mountain Resource &
Training Institute
6355 Ward Road, #310
Arvada, CO 80004

Project End Date: 10/92

Telephone#: 303-420-2942

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

PRODUCTIVE YOUTH IN THE COMMUNITY

Project Title:
Productive Youth in the Community

Competition #: 84.158N

Contact Person: Julia Noyes

Transition Institute #: 232

Mailing Address:
650 Mathews St.
Fort Collins, CO 80524

Project End Date: 1992

Telephone#: 303-484-0115 or 303-482-7501

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

KANSAS FOLLOW-ALONG PROJECT

Project Title:
Kansas Follow-Along Project

Competition #: 84.158R

Contact Person: Sid Cooley

Transition Institute #: 225

Mailing Address:
120 East 10th
Topeka, KS 66612

Project End Date: 9/30/92

Telephone#: 913-296-0946

Current Focus of Project Continuation Activities:

Completion of pilot study and expansion to other LEAs

Project Components Being Continued / Contact Person / Agency:

1. Follow-Along / Sid Cooley / KSBE
2. Development of Transition Councils / Donna Wandry / KSBE/KRS

Project Products:

Training Manual - Kansas Follow-Along Manual

SKC HANDICAPPED STUDENT SUPPORT SERVICES

Project Title:
SKC Handicapped Student
Support Services

Competition #: 84.078C

Contact Person: Mike Hermanson/
Barbara Landstrom

Transition Institute #: 243

Mailing Address:
Salish Kootenai College
Box 117
Pablo, MT 59855

Project End Date: 9/30/92

Telephone#: 406-675-4800

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

SECONDARY EDUCATION AND TRANSITIONAL SERVICES

Project Title:
Secondary Education and Transitional Services

Competition #: 84.158R

Contact Person: Marcia Price

Transition Institute #: 227

Mailing Address:
1105 Herschler Building
Division of Vocational Rehabilitation
Cheyenne, WY 82002

Project End Date: 11/30/92

Telephone#: 307-777-6947

Current Focus of Project Continuation Activities:

Completion of: program evaluation; fiscal/compliance audit; Parent/Student Handbook on Transition; 3 year Summary Report on follow-up follow-along survey results; technical assistance for ten pilot sites; computerize database.

Project Components Being Continued / Contact Person / Agency:

1. Intake/eligibility determination / N/A / Local school districts and local DVR staff
2. Assessment Training Education Counseling / N/A / Local school districts and local DVR staff
3. Referral / N/A / Local school districts and local DVR staff
4. Placement / N/A / Local school districts and local DVR staff
5. Follow-Up Program revision, Dissemination / Marcia Price / Local school districts, Department of Education and DVR
6. Agency Coordination, Replication, Research / Marcia Price, Jim Boreing / DVR and Department of Education

Project Products:

Brochure - Youth Ability
Parent Handbook-Student Handbook - Parent/Student Handbook

SUMMARY OF REGION VI PROJECT PROFILES

REGIONAL PROFILE

Region VI, the West, is composed of eight states and six other government entities: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, and Washington, American Samoa, Guam, Federated States of Micronesia, Republic of the Marshall Islands, Republic of Palau, and the Commonwealth of the Northern Marianas. The 19 current projects in Region VI are located in Arizona (n=2), California (n=5), Hawaii (n=4), Oregon (n=2), and Washington (n=6). Competitions represented are Postsecondary Demonstration Projects (84.078C), Self-Determination Projects (84.158K), Training and Employment Projects (84.158N), Research Projects on the Transition of Special Populations (84.158P), Multi-District Outreach Projects (84.158Q), and Family Networking Projects (84.158S).

GEOGRAPHIC AREA SERVED

Of the nineteen current projects, four report serving a city of over 100,000 people, four report serving a state, three report serving regions within a state, three report serving a urban area of 50,000-100,000 people, and two report serving a suburban area of 10,000-50,000 people. One project reports serving both an island and a city. The remaining two projects are serving a county, and a region of the nation, respectively.

PRIMARY GRANTEE

Seven universities, four private non-profit agencies, two university-affiliated programs, two community colleges, one intermediate education agency, one local education agency, one state education agency, and one private research organization were awarded grants.

PROJECT PARTICIPANTS

Of the target population, 33% have a specific learning disability, and 15% are persons with mental retardation. The remainder demonstrate the following disabilities: autism, serious emotional disturbance, deafness, deaf-blindness, developmentally delayed, dropouts, economically disadvantaged, hearing impairment, multiple disabilities, cerebral palsy, spinal cord injury, epilepsy, orthopedic impairment, articulation disorder, and visual impairment including blindness.

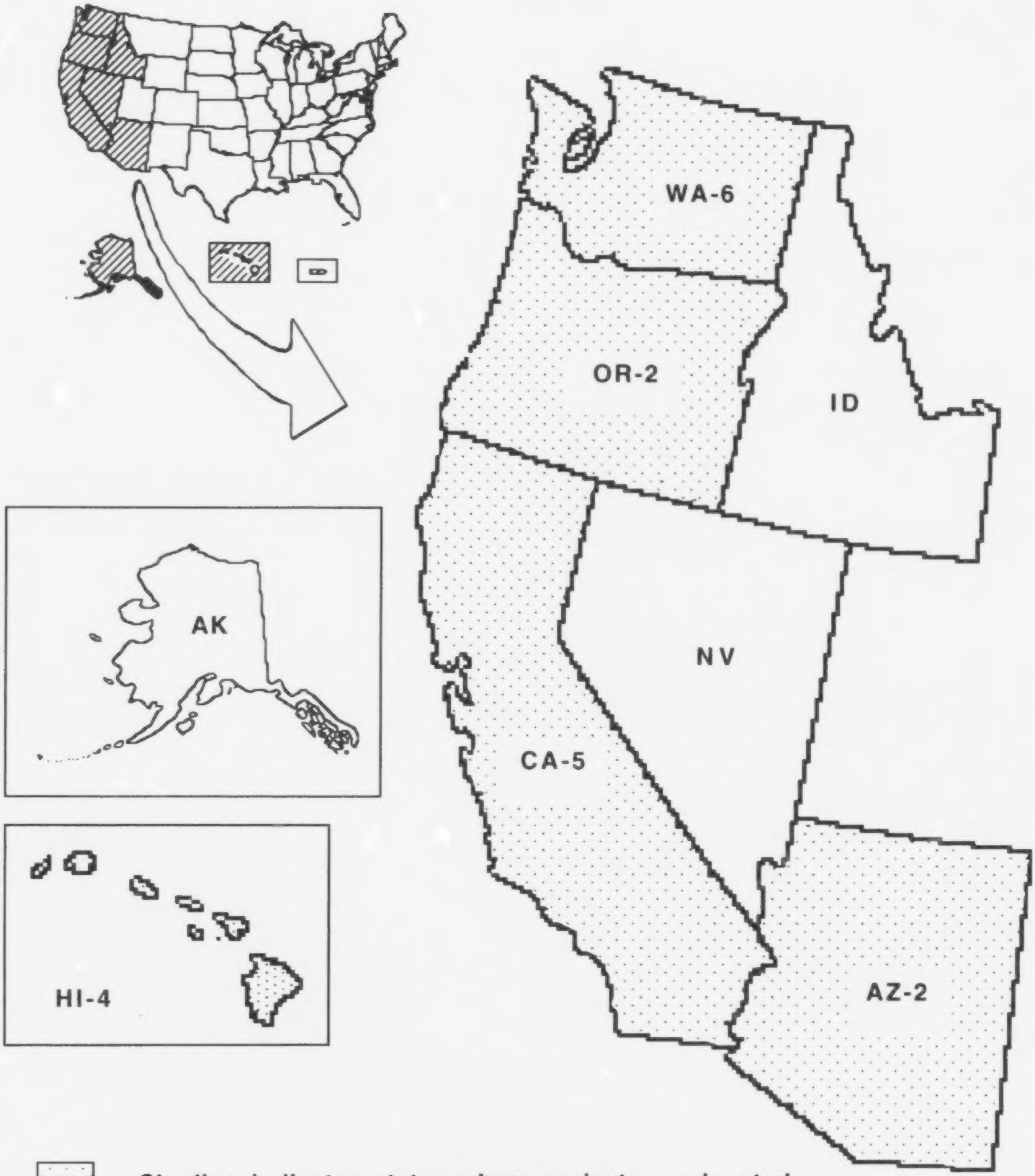
Thirteen projects have reported the number of individuals receiving direct training or service through project activities: 372 individuals with special needs, 378 families, 52 parents, 1,689 project and agency personnel, 827 education personnel, and 453 service delivery system personnel.

COOPERATING AGENCIES

Eight projects report cooperative efforts with local education agencies. Seven projects list cooperation with mental health/developmental disabilities agencies. Five projects reports cooperation with universities, and five with state education agencies. Four projects are working with community colleges, four with private, non-profit agencies, and four projects are working with rehabilitation agencies. Three projects list cooperation with a university affiliated program. Some projects are working with each one of the following organizations: association, professional organization, intermediate education agency, for-profit organization, regional or local health agency, and private research organization. Six report cooperation with other organizations.

Geographic Distribution of Model Demonstration Projects in Region VI: West as of July 1993

(N = 19)


WA-6
OR-2
ID
NV
CA-5
AZ-2
AK
HI-4

▨ Shading indicates states where projects are located.

Number indicates number of projects

PROJECT ACTT: ARIZONA COMMUNITY TRANSITION TEAMS

Project Title:
Project ACTT: Arizona Community Transition Teams

Competition #: 84.158Q
(Multi-District Outreach Project)

Project Director:
Laura L. Love

Federal Grant #: H158Q10026

Transition Institute #: 288

Project Coordinator:
Michael S. Shafer

Project Start Date: 10/1/91

Contact Person:
Laura Love

Project End Date: 9/30/94

Mailing Address:
Arizona Department of Education
Special Education Section
Transition Program
1535 West Jefferson
Phoenix, AZ 85007

Telephone#: 602-542-3184

Geographic Area Served:
State of Arizona

Fax #: N/A

SpecialNet User ID #: N/A

E-Mail: N/A

Project Purpose:

To enhance the capacity of selected communities to provide a comprehensive transition planning process for all secondary special education students through the development and support of Local Community Transition Teams which design and implement community action plans designed to ameliorate locally identified barriers to effective transition from school to adult life.

Expected Outcomes:

During the project the following benefits are expected:

1. 15-18 Local Community Transition Teams will be developed, sustained, and supported.
2. An Individualized Transition Planning Process will be developed and implemented in LCTT communities.
3. Leadership Institutes will be conducted for the 15-18 LCTT Team Leaders, resulting in improvements in their leadership and training skills.
4. A total of 15 topical resource packets on transition planning and services will be developed and disseminated statewide.
5. Teachers, school administrators, parents, individuals with disabilities, and adult service agency representatives will enjoy greater access to resource material and experts in transition through the development of a resource network to be developed and managed.

Approach Used to Reach Expected Outcome

Replicating the Community Transition Team Model developed by Halpern and Benz, the general purpose of Local Community Transition Teams is to identify local needs and gaps in service programs, policies or procedures which impede youth with disabilities from achieving locally valued outcomes and opportunities. Once identified, the function of the LCTTs is to develop and implement locally-based systems change strategies for ameliorating the identified needs. These teams, comprised of parents, educators, and adult agency representatives, are provided with technical assistance and financial support throughout the project. The project will also develop and assist local communities in the implementation of an Individualized Transition Planning process for all secondary special education youth with LCTT communities. A third objective is the development of a variety of technical assistance resources for local communities to draw upon as they implement transition planning. A "train-the-trainer" model will be developed, using LCTT Team Leaders to facilitate the development of LCTTs in other localities. Team leaders also participate in semi-annual leadership development institutes.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Information not available.		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Information not available.	

PROJECT PRIDE

Project Title:
Project Pride

Project Director:
Marguerite D. Harmon

Project Coordinator:
Sharon Schirra-Layton

Contact Person:
Marguerite D. Harmon

Mailing Address:
Community Outreach Program
for the Deaf
268 W. Adams
Tucson, AZ 85705

Telephone#: 602-792-1906

Fax #: 602-624-8968

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10020

Transition Institute #: 308

Project Start Date: 10/1/91

Project End Date: 9/30/94

Geographic Area Served:
Region within the State of
Arizona

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to teach self-determination skills to Deaf and Hard of Hearing youth through an infused skills model in the domains of vocational, self-management culture, political, social and community living. Special consideration is given to the unique culture of Deaf persons and Native American and Hispanic cultures in the region.

Expected Outcomes:

Outcomes are expected at two levels: skills acquisition in the domain in which the student participates and an increase in self determination skills as evidenced by an increase in the exercise of preference, choice and decision making by the student. A total of 45 students will participate with 37 participating in vocational domain activities, 24 in political activities, 39 in personal activities, 40 in communication related activities, and 34 in self management activities.

Approach Used to Reach Expected Outcome

Students will be assessed in relation to their current level of self-determination or exercise of choice, preference or decision making in their lives. Students will develop personal futures plan in conjunction with their individual transition plan within their school setting. Students will be assisted in coordinating their transition plan within their educational setting. In each plan, the students will identify skills or activities in one or all of the domains utilizing such methods as mentors, peers, leadership training, workshops, cultural information, work experience, actual work, group and individual advocacy techniques, basic living skills and community living experiences as well as support and social groups. Students will acquire skills and experiences which will enhance self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 14 Female : 11

Ethnicity of Target Population:

American Indian/Native American, African-American, Hispanic, White.

Level of Severity of Target Population:

Not Relevant.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Deafness	25	15-22
Deaf-Blindness	5	17-22
Economically Disadvantaged	18	16-22
Hearing Impairment	3	17-21
Multiple Disabilities	5	15-22

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	35
Families	25
Adult Service Providers	40
Case Managers	3
Employers	15
Job Coaches	3
Peer/Co-workers	10
Rehabilitation Personnel	8
Special Education Personnel	12
State Development Disabilities	6
State Rehabilitation	8

THE HEALTHY LIVING PROGRAM

Project Title:
The Healthy Living Program

Project Director:
Pheobe Sharaf

Project Coordinator:
Virginia Furmanski

Contact Person:
Phoebe Sharaf

Mailing Address:
Senior Health and Peer Counseling Center
2125 Arizona Avenue
Santa Monica, CA 90404

Telephone#: 213-829-4715

Fax #: 213-453-8485

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C00023

Transition Institute #: 251

Project Start Date: 7/01/90

Project End Date: 6/30/93

Geographic Area Served:
City within the State of
California (Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

To provide mental health intervention, as well as educational growth, for the elderly through the Healthy Living Program, a collaborative effort of Emeritus College and Senior Health and Peer Counseling Center.

Expected Outcomes:

The program will create an educational-mental health model for replication at colleges nationwide, and will provide information which can be used to improve educational programs for all older adults.

Approach Used to Reach Expected Outcome

The program will guide each student through a sequence of study, curriculum and support services that will lead each individual through a first level of improved self-image, and interpersonal skills, to a second level of understanding about the aging process, mental illness, therapy, etc., to a third level of skills to be used in employment or volunteer service.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

Information not available.

THE CAREER LADDER PROGRAM: A REPLICATION PROJECT FOR MULTIDISTRICT OUTREACH

Project Title:
The Career Ladder Program:
A Replication Project for
Multidistrict Outreach

Project Director:
Dr. Shepherd Siegel

Project Coordinator:
Deborah Brians

Contact Person:
Deborah Brians (main office)
Dr. Siegel (technical info)

Mailing Address:
890 Buena Vista Road
Hollister, CA 95023

Dr. Siegel
Puget Sound E.S.D.
King County Vocational/Special
Education Cooperative
400 SW 152nd St.
Burien, WA 98166-2209

Telephone#:
408-636-8676 (California)
206-439-6909 (Washington)

Fax #: N/A

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10040

Transition Institute #: 287

Project Start Date: 11/1/91

Project End Date: 10/31/94

Geographic Area Served:
Region within the United States

SpecialNet User ID #: N/A

Project Purpose:

To successfully replicate the Career Ladder Program throughout California, Washington, and other states, at the local education agency level by carefully adhering to the model's six principles and basic format.

Expected Outcomes:

Expected outcomes for the school districts embracing the Career Ladder Program include (1) a successful community classroom work experience program that continues to operate after this project is over, (2) on-going partnership between Vocational Rehabilitation and the school district, (3) a means by which parents, community members, employers, adult service agency members, consumers, and school district personnel are able to receive and give back information on secondary transition planning specific to that community's needs, and (4) Career Ladder Program "graduates" who, by and large, experience success in employment and postsecondary education or training experiences.

Outcomes for the project for FY '92-'93 include continued in-depth support to 17 LEAs, and introduced CLP to 4 new LEAs in California, introduced program to several more LEAs in Washington, presented CLP at 2 major state-wide conferences in California and 1 in Washington.

Approach Used to Reach Expected Outcome

We provide workshops where we introduce CLP as a "best practice" model for effective transition for all students, as well as assess a school district's transition program strengths and needs. In California, we also provide information for those who request it, on the Statewide Interagency Transition Project, and current special education transition services requirements. Special interest is paid to assisting schools to develop/improve the critical linkages with Vocational Rehabilitation and other community adult service agencies needed for successful student transition. Following the workshop, additional sessions may be arranged to target specific areas such as curriculum adoption, community site or community team development, or parent involvement. Finally, technical assistance is offered as needed for the lifetime of the grant.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 0 Female: 0

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, White, Multi-Ethnic

Level of Severity of Target Population:

Mild, Moderate

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range

Information not available.

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers	
Education Personnel	
Health Professionals	
Job Coaches	Information not available
Paraprofessionals	
Rehabilitation Personnel	
Special Education Personnel	
Vocational Educators	

INDEPENDENCE THROUGH RESPONSIBLE CHOICES

Project Title:
Independence through Responsible Choices

Project Director:
Beverly Huff

Project Coordinator:
Linda O'Neal

Contact Person:
Beverly Huff

Mailing Address:
Irvine Unified School District
5050 Barsanca Parkway
Irvine, CA 92714

Telephone#: 714-651-0444, Ext. 217

Fax #: N/A

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10015

Transition Institute #: 313

Project Start Date: 9/91

Project End Date: 6/94

Geographic Area Served:
Suburban area within the
State of California
(Population 10,000-50,000)

SpecialNet User ID #:
CA.SEL.IRVINE

Project Purpose:

Participants in the project learn self determination by actively participating in self advocacy, problem solving and assertiveness by (1) awareness of community resources, (2) mentor network participation and developing person to action plan.

Expected Outcomes:

1. Make life choices
2. Unsubsidized employment
3. Postsecondary training, enrollment, and participation
4. Participation in recreation/socializaiton activities
5. Independent living to greatest degree possible
6. Ability to develop and implement personal action plan

Approach Used to Reach Expected Outcome

1. Self determination skills training in the classroom and community
2. Mentor network
3. Awareness of community resources
4. Parent training component
5. Personal action planning

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 41 Female : 28

Ethnicity of Target Population:

Asian, Hispanic, Pacific/Native Hawaiian, White, Other.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Hearing Impairment	19	17-21
Specific Learning Disability	50	17-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	69
Families	69
Adult Service Providers	25
Case Managers	4
Education Personnel	20
Employers	40
Health Professionals	3
Job Coaches	1
Special Education Personnel	4
Community Mental Health	2
Community Recreation	2
Interagency Coordinating Council	1
State Development Disabilities	1
State Rehabilitation	2

EMPOWERMENT THROUGH PARTNERSHIP: STUDENTS WITH DISABILITY INTERNSHIP PROJECT

Project Title:
Empowerment through Partnership: Students with Disability Internship Project

Project Director:
Leland Gassert

Project Coordinator:
Terri Goldstein

Contact Person:
Terri Goldstein

Mailing Address:
California State University, Northridge
The Career Center - TCC
18111 Nordhoff Street
Northridge, CA 91330

Telephone#: 818-885-2381

Fax #: 818-885-4561

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20087

Transition Institute #: 334

Project Start Date: 1/1/93

Project End Date: 12/31/94

Geographic Area Served:
City within the State of California (Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To establish career development services for disabled postsecondary students at California State University, Northridge. The Career Center is proposing to design, implement, evaluate and disseminate a project for students with disabilities that will provide effective work experience and create long term working relationships with the community at large. Due to its replicability, this program will affect other programs for disabled students and their home communities. Students will be impacted by gaining employment skills and thus becoming more productive citizens. Employers will become more aware of the types of accommodation techniques for hiring persons with disabilities and will increase the career opportunities available for persons with disabilities. Other postsecondary institutions will be able to adapt these services to their campus accordingly.

Expected Outcomes:

Expected outcomes of the project fall under four major objectives:

1. Career development for students through partnerships -

   - a. To design and implement a career development curriculum for workshops to assist students with disabilities.
   - b. To provide disabled students with an opportunity to learn from persons with disabilities who are now employ the techniques to overcome unemployment barriers.
   - c. To develop and disseminate a student handbook.
   - d. To develop an evaluation tool to solicit student input on project effectiveness.
2. Objectives for work experience - to provide students with disabilities with an opportunity to examine first hand various occupations and industries.
3. Objectives for employers -
   - a. To educate employers on the implications of the Americans with Disabilities Act and on reasonable accommodation, assistive devices, and job site modification.
   - b. To establish a network of employers interested in hiring students with disabilities.
4. Objectives for dissemination -
   - a. To establish a replicable model for Internships and Students with Disabilities in a Postsecondary Program.
   - b. To design and disseminate Trainer's Manuals for conducting workshops

Approach Used to Reach Expected Outcome

Major project activities are key to the four project outcomes:

1. Career development for students with disabilities.
2. Work experience through training workshops and internships.
3. Employer education.
4. Dissemination - Student and employer workshops and related instructional modules.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

Level of Severity of Target Population:

Not Relevant.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness	Information not available.	18-Adult
Deafness		
Deaf-Blindness		
Hearing Impairment		
Specific Learning Disability		
Cerebral Palsy		
Spinal Cord Injury		
Traumatic Brain Injury		
Articulation Disorder		
Language Disorder		
Orthopedic Impairment		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Information not available.	

PARTNERSHIPS FOR EMPLOYING STUDENTS WITH DISABILITIES

Project Title:
Partnerships for Employing Students with Disabilities

Project Director:
Ron Haines and Ron Jordan

Project Coordinator:
Susan Mathers

Contact Person:
Ron Haines and Susan Mathers

Mailing Address:
Palomar College
1140 W. Mission Road
San Marcos, CA 92069

Telephone#: 619-744-1150 Ext. 2375

Fax #: 619-744-8123

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20035

Transition Institute #: 335

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
Urban area within the State of California
(Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

Vocational preparation, placement and job retention for college students with targeted disabilities: learning disabilities, psychological disabilities, and acquired brain injuries.

Expected Outcomes:

Successful placement and continued employment for targeted disabled persons.

Approach Used to Reach Expected Outcome

Information not available.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, White, Other.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Hearing Impairment	1	18-Adult
Specific Learning Disability	11	Adult
Mental Retardation	2	Adult
Cerebral Palsy	1	Adult
Spinal Cord Injury	1	Adult
Traumatic Brain Injury	12	Adult
Serious Emotional Disturbance	6	Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families	24
Adult Service Providers	5
Caregivers	4
Case Managers	4
Education Personnel	25
Employers	35
Health Professionals	5
Job Coaches/Mentors	15
Paraprofessionals	5
Peer/Co-workers	20
Rehabilitation Personnel	5-10
Related Services Personnel	5
Special Education Personnel	4
Community Mental Health	8
Community Social Services	4

State Mental Health	?
State Rehabilitation	8

TRAINING AND EMPLOYMENT MODEL PROJECT

Project Title:
Training and Employment Model Project

Project Director:
Robert A. Stodden

Project Coordinator:
William W. Woolcock

Contact Person: William W. Woolcock

Mailing Address:
University of Hawaii
Hawaii UAP
211 Wist, 1776 University
Honolulu, HI 96822

Telephone#: 808-956-5711

Fax #: 808-956-5713

E-Mail: N/A

Competition #: 84.158N
(Training and Employment Project)

Federal Grant #: H158N00043

Transition Institute #: 265

Project Start Date: 7/10/90

Project End Date: 7/09/93

Geographic Area Served:
City within the State of
Hawaii (Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The original purpose was to place 30 students with severe disabilities at Senator Fong's Plantation and Gardens, using co-workers and families as "Natural Supports." Purpose has been amended to place students with severe disabilities in a variety of urban (Honolulu) businesses on an individual basis (1 to each employer), providing training to supervisors and co-workers and working closely with families in the placement/transition process. Accent is on naturally supported paid job placement by the time each student graduates.

Expected Outcomes:

1. Preliminary paid employment outcome for 1 student (18 yrs. old).
2. All juniors and seniors (17-18 yrs. old) placed in community job training placements on extended basis (90 days), using individual placement and Natural Supports.
3. Development and implementation of a vocational curriculum that gradually expands vocational experiences to paid employment at graduation.
4. Development and implementation of a collaborative employment placement and training strategy that utilizes co-workers and families in job training and support.

Approach Used to Reach Expected Outcome

1. Use of a Working Team process that includes HUAP, School, District, DD Agency, and DVR in project decision making.
2. Close cooperation with local employers in implementing vocational training activities.
3. Participation in transition planning and interaction with families in transition process.
4. Development and implementation of a model curriculum for vocational training and placement.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 7 Female: 2

Ethnicity of Target Population:

Asian, Hispanic, Pacific/Native Hawaiian, Multi-ethnic

Level of Severity of Target Population:

Moderate, Severe/Profound

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	2	17-18
Serious Emotional Disturbance	10	15-18
Developmentally Delayed	19	14-18
Mental Retardation	19	14-18
Articulation Disorder	6	14-18
Several Disabilities Addressed in One Project	12	14-18

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special needs	19
Families	100
Adult Service Providers	30
Caregivers	15
Education Personnel	100
Employers	30
Natural Support Specialists	3
Paraprofessionals	50
Peer/Co-workers	30
Rehabilitation Personnel	5
Special Educaiton Personnel	100
Vocational Educators	100
Local Education	100
State Development Disabilities	5
State Rehabilitation	5

BUILDING BRIDGES TO ADULTHOOD PROJECT

Project Title:
Building Bridges to Adulthood Project

Project Director:
Robert A. Stodden

Project Coordinator:
David W. Leake

Contact Person: David W. Leake

Mailing Address:
University of Hawaii at Monoa
Hawaii UAP
1776 University Ave., UA4-6
Honolulu, HI 96822

Telephone#: 808-956-9428

Fax #: 808-956-5713

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10005

Transition Institute #: 279

Project Start Date: 10/1/91

Project End Date: 10/1/94

Geographic Area Served:
State of Hawaii

SpecialNet User ID #: N/A

Project Purpose:

Improve post-school outcomes for youths with SED—their transition should be into socially valued settings such as employment or further education, rather than the streets, prison, or in front of television.

Expected Outcomes:

High schools, youth-oriented non-profit agencies, and public social welfare agencies will increase their collaboration on behalf of youths with SED. They will begin to develop programs that stress the self-determination and empowerment of youths with SED and their families, and support them in developing the vocational and social skills needed for success as adults.

Approach Used to Reach Expected Outcome

1. Research: (a) questionnaire survey of 900 direct service providers to explore service system strengths and weaknesses, (b) semi-structured interviews of youths and parents, (c) post-school tracking of youths with SED.
2. Demonstration projects: (a) service provider "teams" at two high schools develop collaborative solutions, (b) youth outreach agency involves homeless youths through video production.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 0 Female: 0

Ethnicity of Target Population:

Asian, African American, Hispanic, Pacific/Native Hawaiian, White

Level of Severity of Target Population:

Information not available.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Information not available.		

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Information not available	

SELF-DETERMINATION IN INTEGRATED SETTINGS

Project Title:
Self-Determination in Integrated Settings

Project Director:
Loretta Serna

Project Coordinator:
Jo-Anne Lau-Smith

Contact Person:
Jo-Anne Lau-Smith

Mailing Address:
University of Hawaii
UAP & Department of Special Education
1776 University Avenue, UA4-6
Honolulu, HI 96822

Telephone#: 808-956-6479

Fax #: 808-956-5713

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10034

Transition Institute #: 312

Project Start Date: 7/1/91

Project End Date: 7/1/94

Geographic Area Served:
State of Hawaii

SpecialNet User ID #: N/A

Project Purpose:

The project goals include:

1. To investigate the variables related to developing the skills necessary for self-determining behaviors.
2. To develop and demonstrate methods and procedures for increasing self-determining behaviors among young adults and adolescents with disabilities.
3. To evaluate the success of the project by developing self-determining skills among adolescents and their families.
4. To disseminate the project information.

Expected Outcomes:

A major outcome of the self-determination project is a classroom curriculum for high school students. The curriculum will be addressing specific skills that are necessary for an individual to live a more independent and satisfying lifestyle. The self-determination curriculum is designed to be used throughout the 4-5 years of high school. It also involves a classroom model that promotes self-determination skills and allows the curriculum to be integrated into any course subject.

Approach Used to Reach Expected Outcome

The major project activities that will lead to the expected outcomes include using the pilot curriculum and teacher and parent inservices.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 26 Female : 18

Ethnicity of Target Population:

Asian, Pacific/Native Hawaiian, White, Multi-ethnic.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	1	Information not available

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	44

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES AT THE UNIVERSITY OF HAWAII SYSTEM

Project Title:
Career Placement Opportunities for Students with Disabilities at the University of Hawaii System

Project Director:
Robert Stodden

Project Coordinator:
Betty Carlson

Contact Person:
Betty Carlson

Mailing Address:
University of Hawaii-Manoa
1776 University Avenue, UA 4-6
Honolulu, HI 96822

Telephone#: 808-956-5715

Fax #: 808-956-5713

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20003

Transition Institute #: 340

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
State of Hawaii

SpecialNet User ID #: N/A

Project Purpose:

The overall purpose of the proposal project is to enhance the role and capacity of career placement offices within the statewide University of Hawaii system to provide pre-employment and employment opportunities for students with disabilities. The project will create and facilitate the cooperative efforts of a wide range of persons supporting prominent and competitive vocational outcomes for students with disabilities.

Expected Outcomes:

1. To develop a model system analysis and evaluation process to define structural and process changes needed to restructure and enhance the role and capacity of career placement offices within the University of Hawaii system to serve students with disabilities.
2. To demonstrate and evaluate the effectiveness of structural and process changes developed to enhance the role and capacity of career placement offices to serve students with disabilities (as determined through goal 1 activities).
3. To systematize, replicate, and disseminate those structural and process innovations demonstrated as being most effective in enhancing the role and

capacity of career placement offices to serve students with disabilities (as demonstrated and deemed effective through goal 2 activities).

Approach Used to Reach Expected Outcome

1. To develop and adopt in-service training and orientation programs for persons directly involved with career placement of students with disabilities;
2. To obtain the involvement of employers and other private sector personnel in the career development process;
3. To increase the placement percentages of students with disabilities through the formation and continuation of formal cooperative working agreements;
4. To enhance the career experiences of students with disabilities through cooperative work experience, work-study opportunities while they are enrolled in a postsecondary learning environment; and
5. To develop a technical support and information provision process within the postsecondary system.

PROJECT CONSUMERS FOR CURRENT YEAR
(Projected)

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Hispanic, Pacific/Native Hawaiian, White, Multi-ethnic.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Not specified	620	10-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Employers	New project— Information not available
Paraprofessionals	
Peer/Co-workers	
Vocational Educators	
Interagency Coordinating Council	
Local Education	
State Development Disabilities	
State Health	

DEVELOPMENT OF A LIFE DECISIONS STRATEGIES CURRICULUM TO PROMOTE SELF-DETERMINATION

Project Title:
Development of a Life Decisions Strategies Curriculum to Promote Self-Determination

Project Director:
Ann Fullerton

Project Coordinator:
Georgie Thomas

Contact Person:
Ann Fullerton

Mailing Address:
Portland State University
Department of Special & Counselor Education
P.O. Box 751
Portland, OR 97207

Telephone#: 503-725-4254

Fax #: 503-725-5599

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20019

Transition Institute #: 316

Project Start Date: 10/1/92

Project End Date: 10/1/95

Geographic Area Served:
Region within the State of Oregon

SpecialNet User ID #: N/A

Project Purpose:

To develop a high school curriculum in self-determination for students with and without disabilities. This program will include a specific emphasis on high functioning students with autism. In addition, teachers, family members, and adult service providers will receive training in the facilitation of self-determination in students.

Expected Outcomes:

Nine high school classrooms (90+ students) and nine high functioning students with autism will receive training in self-determination and develop a self-portfolio to use with teachers, employers, and family members.

Teachers and education specialists (200+), adult service providers (50+), and family members (50+) will receive training in ways to facilitate and promote self-determination in students.

Products include: a high school self-determination curriculum for use in inclusionary and special education classrooms, teacher's training manual, family manual, and adult service providers manual.

Approach Used to Reach Expected Outcome

The self-determination curriculum will be developed, socially validated by an advisory committee and self-advocates, and then implemented in nine high school classrooms. The curriculum will emphasize knowing oneself in areas such as thinking, communication, decision making, self-organization, goal-setting, planning, etc. Students will produce a self-portfolio — a self-study of their interests, needs, goals, and strategies. Students will share their self-portfolios with teachers, family members, service providers, and employers of their choice. The curriculum will be evaluated by teachers, students, and family members and the student's self-portfolios will be evaluated by the advisory committee. Workshops for teachers, family members, and adult service providers will teach the skills needed to facilitate self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 20 Female : 10

Ethnicity of Target Population:

White, Multi-ethnic.

Level of Severity of Target Population:

Mild, Moderate.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	9	15-25
Specific Learning Disability	41	15-25
Mental Retardation	30	15-25

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	90
Families	25
Adult Service Providers	20
Case Managers	10
Rehabilitation Personnel	30
Related Services Personnel	30
Special Education Personnel	100
Vocational Educators	20
State Development Disabilities	30
State Education	150
State Rehabilitation	30

TRANSFERRING ASSISTIVE COMMUNICATION TECHNOLOGY TO INTEGRATED POSTSECONDARY SETTINGS FOR INDIVIDUALS WITH SEVERE PHYSICAL DISABILITIES

Project Title:
Transferring Assistive Communication Technology to Integrated Postsecondary Settings for Individuals with Severe Physical Disabilities

Project Director:
Charity Rowland

Project Coordinator:
Philip Schweigert

Contact Person:
Charity Rowland

Mailing Address:
Oregon Research Institute
425 S.E. 11th Avenue
Portland, OR 97214

Telephone#: 503-236-3817

Fax #: 503-232-6423

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P20010

Transition Institute #: 325

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
City within the State of Oregon (Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

This project is designed to develop simple and effective mechanisms for assuring that the assistive communication needs of individuals with physical disabilities are met as they transition into integrated adult settings.

Expected Outcomes:

1. Increase in Goodness-of-Fit-Index between client and specific environments.
2. Increase in social validation scores for both clients and peers/employers/co-workers in specific environments.
3. Stability of placements in specific environments.

Approach Used to Reach Expected Outcome

An ecological inventory will be developed to analyze (a) the need for communicative competencies on the part of the client, (b) the degree of material and social support necessary to foster communicative competency in specific adult environments and

(c) the level of awareness and commitment that exists in adult environments to allow and encourage communication. Intervention will focus on (a) the clients' communication skills, (b) the client's communication system and (c) the adult environment.

PROJECT CONSUMERS FOR CURRENT YEAR
(Projected)

Number of Consumers Served by Gender:

Male : 10 Female : 10

Ethnicity of Target Population:

African-American, White, Multi-ethnic.

Level of Severity of Target Population:

Moderate, Severe/Profound.

PROJECT IMPACT
(Projected)

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Several Disabilities Addressed in One Project	20-30	12-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	20-30
Families	10
Caregivers	10
Education Personnel	20-30
Employers	10
Paraprofessionals	20
Peer/Co-workers	15
Rehabilitation Personnel	5
Special Education Personnel	20-30
Vocational Educators	10

COMMUNITY CONNECTIONS

Project Title:
Community Connections

Project Director:
Gina Gross

Project Coordinator:
Gina Gross

Contact Person:
Gina Gross

Mailing Address:
Center for Community
P. O. Box 328
Vashon, WA 98070

Telephone#: 206-463-3666

Fax #: 206-463-6311

E-Mail: N/A

Competition #: 84.158S
(Family Networking Project)

Federal Grant #: H158S00014

Transition Institute #: 276

Project Start Date: 3/1/90

Project End Date: 6/93

Geographic Area Served:
Urban area within the State of Washington
(Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

To help students and families to plan what they want during high school and after graduation, and to do frequent problem-solving, involving schools and non-paid community members.

Expected Outcomes:

1. Increased friends, jobs, places to live, as desired.
2. Increased choices in daily lifestyle.
3. Increased ability to solve own problems.
4. Increased family support from other families (with and without children with disabilities.
5. Increased inclusion in schools and in the community.
6. Increased positive relationships between families, schools and service agencies.

Approach Used to Reach Expected Outcome

1. Individual planning and problem solving time with students, families and others.
2. Community development activities to increase family networking and community participation.
3. Student and family evaluation to improve services.

4. Participation in interagency planning.
5. Participation in Chamber of Commerce and local business associations.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 9 Female : 6

Ethnicity of Target Population:

American Indian/Native American, Hispanic, White

Level of Severity of Target Population:

Mild, Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	1	18-Adult
Serious Emotional Disturbance	3	18-Adult
Mental Retardation	8	18-Adult
Multiple Disabilities	2	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Families	120
Education Personnel	60
Other Service Delivery System	100

COMMUNITY COLLEGE CAREER SUCCESS PROJECT FOR YOUNG ADULTS WITH MILD DISABILITIES

Project Title:
Community College Career Success Project for Young Adults with Mild Disabilities

Project Director:
John Emerson

Project Coordinator:

Contact Person:
John Emerson

Mailing Address:
Washington Research Institute
180 Nickerson Street, Suite 103
Seattle, WA 98109

Telephone#: 206-285-9317

Fax #: 206-285-1523

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10032

Transition Institute #: 296

Project Start Date: 9/1/91

Project End Date: 8/31/94

Geographic Area Served:
City within the State of Washington
(Population 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To provide students 18-21 years old with mild disabilities, community college and community based job exploration, training and placement services.

Expected Outcomes:

1. analyze existing classes and disabled student services at all four community college campuses.
2. identify community based work experience and on-the-job training sites for students.
3. place a third cohort of students in campus and community based programs.
4. establish Memo of Agreement with all four campuses.
5. disseminate project information to state/evaluate through presentations and contacts.

Approach Used to Reach Expected Outcome

This project will establish a multidisciplinary guidance team at each of four Seattle Community Colleges to review student referrals and make program recommendations. Outreach effort will include meeting with all high school juniors and seniors, mailings to parents, working with all secondary teachers and arranging visitations to community college campuses. The project director will work closely with the disabled student coordinator at each campus to arrange staff development activities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 15 Female: 5

Ethnicity of Target Population:

African-American, Pacific/Native Hawaiian, White, Multi-ethnic

Level of Severity of Target Population:

Mild

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	4	18-21
Dropouts	10	18-21
Economically Disadvantaged	40	18-21
Hearing Impairment	1	18-21
Specific Learning Disability	64	18-21
Mentally Retardation	3	18-21
Cerebral Palsy	1	18-21
Epilepsy	1	18-21
Visual Impairment including Blindness	1	18-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	75
Education Personnel	30
Employers	10
Special Education Personnel	30
Vocational Educators	10
Local Education	5

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES IN POSTSECONDARY EDUCATION

Project Title:
Career Placement Opportunities
for Students with Disabilities in
Postsecondary Education

Project Director:
Forrest M. Amsden

Project Coordinator:
Deborah Smith, Ph.D.

Contact Person:
Deborah Smith, Ph.D.

Mailing Address:
Disabled Student Services MS/180
Eastern Washington University
Cheney, WA 99004

Telephone#: 509-359-6857

Fax #: 509-359-6185

E-Mail: DSMITH%EWUVMS

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10015

Transition Institute #: 302

Project Start Date: 8/15/91

Project End Date: 8/14/94

Geographic Area Served:
County in the State
of Washington

SpecialNet User ID #: N.A

Project Purpose:

The purpose of this project is to increase retention to graduation and then appropriate job placement following graduation of students with disabilities.

Expected Outcomes:

We are expecting significant increases in the number of students with disabilities who graduate from EWU as well as an increase in the number of students with disabilities who are employed upon graduation in their major field of study.

Approach Used to Reach Expected Outcome

Activities leading to these outcomes include:

1. the development of work sites receptive to students with disabilities. Students are placed at these sites as interns or volunteers.
2. University faculty and staff are being trained by grant personnel to better meet the needs of students with disabilities. Curricula, in the form of video tapes and training manuals, are being developed to support these activities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 2 Female: 4

Ethnicity of Target Population:

American Indian/Native American, White

Level of Severity of Target Population:

Not Relevant

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	1	18-Adult
Hearing Impairment	1	18-Adult
Specific Learning Disability	2	18-Adult
Cerebral Palsy	1	18-Adult
Orthopedic Impairment	5	18-Adult
Visual Impairment including Blindness	2	18-Adult

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Adult Service Providers (staff at EWU)	620
Education Personnel (faculty at EWU)	580
Employers	50
Related Services Personnel	50
State Rehabilitation	2

SELF DETERMINATION INITIATIVE

Project Title:
Self Determination Initiative

Project Director:
Chris Curry/Donna Lowary

Project Coordinator:

Contact Person:
Chris Curry/Donna Lowary

Mailing Address:
People First of Washington-Families
Together
P. O. Box 648
Clarkston, WA 99403

Telephone#: 509-758-1123

Fax #: N/A

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20048

Transition Institute #: 318

Project Start Date: 10/1/92

Project End Date: 9/30/95

Geographic Area Served:
Region within the State of
Washington

SpecialNet User ID #: N/A

Project Purpose:

This project will develop a program to promote self-determination skills in youth with disabilities by developing and implementing a training program for students in secondary schools, as well as developing and implementing a concurrent training program for family members, educational staff, and other service providers. To accomplish this purpose a prototype training program will be developed by a team comprised of the project staff (adults with disabilities), educators, and service providers. The prototype training model will then be adapted and implemented by local teams at 10 secondary schools to meet the needs of their specific communities.

Expected Outcomes:

The model will be evaluated for effectiveness by using both quantitative and qualitative measures. It is expected that there will be an increase in the number of life decisions made by the students and an increase in their participation and membership on decision making bodies. It is also assumed that self-determination training is much broader in its impact, affecting a range of people (peers, family members, community people, school personnel, and service providers). This powerful qualitative dimension cannot be measured solely in quantitative measures. We expect to see through qualitative measures that families and students will state that their lives have changed, their children are different, and that they will never return to former (protected care) ways.

Approach Used to Reach Expected Outcome

Ten secondary school sites will receive training in self-determination skills. Each site will determine the needs of the people in their area and modify the training program to meet their needs. Twenty students will be served at each site along with their peers, family members, and service providers. Three one day training sessions will be conducted at each site following which the school will develop on-going self-determination training as part of the school curriculum.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 10 Female : 10

Ethnicity of Target Population:

Multi-ethnic.

Level of Severity of Target Population:

Not specified.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Developmentally Delayed	20	14-21

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	20
Families	5
Disabled Parents	2
Adult Service Providers	2
Caregivers	1
Education Personnel	2

CURRICULUM BASED SELF-DETERMINATION PROJECT

Project Title:
Curriculum Based Self-Determination Project

Project Director:
Joseph J. Stowitschek

Project Coordinator:
Renee Nowak

Contact Person:
Joseph J. Stowitschek

Mailing Address:
University of Washington
Experimental Education Unit, WJ-10
Seattle, WA 98195

Telephone#: 206-543-4011

Fax #: 206-543-8480

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20038

Transition Institute #: 321

Project Start Date: 11/1/92

Project End Date: 10/31/95

Geographic Area Served:
Urban area within the state of Washington
(Population 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

To develop and test a model program whereby individuals with developmental disabilities will have the opportunity to experience realistic situations calling for self-determination, and receive systematic instruction to ensure that they can capitalize on these experiences.

Expected Outcomes:

A (1) self-determination skills building model program and support system, and (2) a taxonomy of self-determination with accompanying curriculum will be developed, evaluated, and replicated. These will assist individuals with developmental disabilities to improve their assertiveness, decision-making, and interpersonal problem-solving skills, which in turn will allow them greater control in directing their own lives.

Approach Used to Reach Expected Outcome

Systematic, formal observation of individuals with and without developmental disabilities will be employed to compare the types of strategies used for self-determination and in developing the curriculum. Additionally, expert appraisal by consumers, advocates, parents, and educators will be used to determine the crucial issues concerning self-determination and the appropriateness of interventions.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 14 Female : 12

Ethnicity of Target Population:

American Indian/Native American, Asian, African-American, Pacific/Native Hawaiian, White.

Level of Severity of Target Population:

Moderate, Severe/Profound.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Autism	1	12-17
Mental Retardation	21	12-17
Multiple Disabilities	4	12-17

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date
Paraprofessionals	4
Special Education Personnel	4

CAREER APPRENTICESHIP FOR POSTSECONDARY EDUCATION

Project Title:
Career Apprenticeship for Postsecondary Education

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Joseph J. Stowitschek

Federal Grant #: H078C20027

Project Coordinator:
MaryJo Trifini

Transition Institute #: 329

Contact Person:
Joseph J. Stowitschek

Project Start Date: 11/1/92

Mailing Address:
University of Washington
Experimental Education Unit
WJ-10
Seattle, WA 98195

Project End Date: 10/31/95

Telephone#: 206-543-4011

Geographic Area Served:
City in the State of Washington
(Population 100,000+)

Fax #: 206-543-8480

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

Develop, demonstrate, test, and disseminate a five-way partnership model for enhancing the career placement success of students with educational disabilities in community colleges and four-year colleges and universities.

Expected Outcomes:

A model of cooperative partnership will be implemented statewide. This model will focus on (1) problem awareness, (2) job development, (3) progressive apprenticeships, (4) job support, and (5) cooperative programming. This complete package will improve the potential for individuals with educational disabilities to learn skills that will lead to obtaining career-oriented employment.

Approach Used to Reach Expected Outcome

Planning and development will consist of a series of interview and on-site observations of a sample of the community and technical colleges, and four-year colleges and universities in Washington State. This will be completed in conjunction with a steering group composed of career placement and cooperative education specialists, disabled student services specialists, employment support services, student representatives, and employers. Elements of the model will be implemented on a trial basis and problem awareness workshops will be conducted statewide.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

New project—Information not yet available.

Ethnicity of Target Population:

New project—Information not yet available.

Level of Severity of Target Population:

Not relevant.

PROJECT IMPACT

Consumer Characteristics	Number of Individuals Served to Date	Age Range
Deafness	1	Information not available
Cerebral Palsy	1	Information not available

PROJECT INSERVICE AND/ OR TRAINING ACTIVITIES:

Participants	Number of Individuals Participating to Date

New project—Information not yet available.

SUMMARY OF EXPIRED PROJECT PROFILES IN REGION VI

Ten projects expired during 1992 in Region VI, the Western region. Nine of these projects returned expired project questionnaires. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

These projects described the focus of their continuation activities after the expiration of federal funding. These efforts include data analysis, continuation of the transition program improvement process, working with a network of local transition teams, inservice training for parents, expanded use of the transition plan, and dissemination of project products.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include referral, training, application of results for planning of program improvements, project evaluation, agency coordination, computer guided transition planning, early supported employment, and placement.

PROJECT PRODUCTS

Projects listed products developed during their funding period: brochures, recreation assessment, job search curricula, project findings-data summary, transition community resources handbook, and final report.

SMILE (SUCCESSFUL MOVES TO INDEPENDENT LIVING AND EMPLOYMENT)

Project Title:
SMILE (Successful Moves to
Independent Living and Employment)

Competition #: 84.078C

Contact Person: Robert Crawford

Transition Institute #: 240

Mailing Address:
P.O. Box 15112
Phoenix, AZ 85060

Project End Date: 6/30/92

Telephone#: 602-254-0822

Current Focus of Project Continuation Activities:

1. Expanding program services to pregnant foster care teens.
2. Setting up day program to work with special education youth still in high school.

Project Components Being Continued / Contact Person / Agency:

All components and cooperators still collaborating as per original grant.

Project Products:

Brochure - LDI Brochure of Services
Student Handbook - Project SMILE Handbook
Video Tape - Tape of Network News pieces done on LDI related to Project SMILE
Other - Final Report

A STATE OF CALIFORNIA INTERAGENCY TRANSITION FOLLOW-UP/FOLLOW-ALONG, PROGRAM EFFECTIVENESS MODEL

Project Title:
A State of California Interagency
Transition Follow-up/Follow-Along,
Program Effectiveness Model

Competition #: 84.158R

Contact Person: John Haynes

Transition Institute #: 221

Mailing Address:
Mendocino County Office
of Education/SELPA
2240 East Side Road
Ukiah, CA 95482

Project End Date: 6/30/92

Telephone#: 707-463-4891/463-4865

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued / Contact Person / Agency:
Information not available

Project Products:
Information not available

EMPLOYMENT DEVELOPMENT PROJECT

Project Title: Employment Development Project	Competition #: 84.158N
Contact Person: Glen Maxion	Transition Institute #: 231
Mailing Address: Special Education Career Center 230 Jamacha Rd. El Cajon, CA 92019	Project End Date: 9/31/92
Telephone#: 619-442-0693	

Current Focus of Project Continuation Activities:

1. Establish 26 '93 graduates with developmental disabilities in supported employment/integrated work prior to June '93.
2. Conduct inservice training to parents/professionals.
3. Disseminate project products.

Project Components Being Continued / Contact Person / Agency:

Vocational Assessment / Glen Maxion / LEA/D.R.
Vocational Placement and Training / Glen Maxion / LEA/WRK AB/V.R.
Agency Coordination / Glen Maxion / LEA/DD/VR
Follow-up / Glen Maxion / LEA/WRK AB
Dissemination / Glen Maxion / LEA

Project Products:

Student Handbook - Leisure Handbook
Curricula - Self-Det. Roles/Resp./Curriculum
Project Development Instruments - Intake, Vocational Screening/Collat.
Parent Handbook - Transition Community Resources

PROJECT EMPLOYMENT - A PROJECT TO INCREASE THE EMPLOYABILITY AND JOB PLACEMENT OF BAKERSFIELD COLLEGE'S DISABLED STUDENTS

Project Title:
Project Employment - A Project To Increase the Employability and Job Placement of Bakersfield College's Disabled Students

Competition #: 84.078C

Contact Person: Charles C. Wall

Transition Institute #: 241

Mailing Address:
Bakersfield College
1801 Panorama Ave.
Bakersfield, CA 93305

Project End Date: 9/30/92

Telephone#: 805-935-4070

Current Focus of Project Continuation Activities:

Launched an operational program through the state of California based upon Project Employment's successes.

Project Components Being Continued / Contact Person / Agency:

1. Referral / Lolita Luna / Job Placement Office-Bakersfield College
2. Placement / Janet Skibinski / Workability III - B.C.
3. Training / Michelle Carter / Department of Rehabilitation Job Club

Project Products:

Video Tape - Project Employment
Replication Manual - Project Employment Transportable Model

HAWAII TRANSITION FOLLOW-ALONG PROJECT

Project Title:
Hawaii Transition Follow-Along Project

Competition #: 84.158R

Contact Person: Robert A. Stodden

Transition Institute #: 206

Mailing Address:
Hawaii University Affiliated Program
University of Hawaii at Manoa
1776 University Ave., UA 4-6
Honolulu, HI 96822

Project End Date: 9/30/92

Telephone#: 808-956-9199

Current Focus of Project Continuation Activities:

Continuation of the transition program improvement process, including application of results from the Hawaii Transition Follow-Along Project.

Project Components Being Continued / Contact Person / Agency:

1. Application of results for planning of program improvements / Howard Okimoto / Hawaii Department of Education

2. Evaluation of project and collaborative research on transition / John Haynes / Mendocino County Office of Education

Project Products:

Brochure - Project Brochure
Newsletter - "Track to the Future"
Project Developed Instruments - Module II: Instruments
Journal Articles/Monographs - Partial validation of a model of transition
Replication Manual - Module I: Description of the Hawaii Transition Model
Replication Manual - Module III: Guide to Data Collection
Replication Manual - Module IV: Guide to a Data System
Other - Hawaii Transition Follow-Along Project: Final Report

SECONDARY AND TRANSITION SERVICES: FOLLOW-UP AND FOLLOW-ALONG SERVICES

Project Title:
Secondary and Transition Services:
Follow-up and Follow-Along
Services

Competition #: 84.158R

Contact Person: Michael Benz

Transition Institute #: 226

Mailing Address:
175 Education Building
University of Oregon
Eugene, OR 97403

Project End Date: 8/31/92

Telephone#: 503-346-1408

Current Focus of Project Continuation Activities:

1. Continue analyzing existing data base and disseminating reports and other publications.
2. Continue working with network of local transition teams to use follow-along information as part of their annual planning and program development activities.
3. Continue working with state agency staff to use follow-along information to examine state-level barriers to successful transition.

Project Components Being Continued / Contact Person / Agency:

N/A

Project Products:

Project Developed Instruments - 9 follow-along instruments; including in-school and out-of-school interviews for parents and students and questionnaire for teachers
Training Manual - Training materials for project interviewers
Journal Articles/Monographs - Series of in-school and out-of-school topical reports

FAMILY TRANSITION PLANNING AND SUPPORT SYSTEM

Project Title:
Family Transition Planning and
Support System

Competition #: 84.158S

Contact Person: Roz Slovic, Phil Ferguson

Transition Institute #: 230

Mailing Address:
Specialized Training Program
College of Education
University of Oregon
Eugene, OR 97403

Project End Date: 9/30/92

Telephone#: 503-346-2473

Current Focus of Project Continuation Activities:

No cost extension activities:

1. Three Family Forums on Supported Living
2. Family Training on Alternative Strategies for Providing Long Term Support
3. Supported Living Guide for Families - written and disseminated
4. Guide for Community Opportunities/Community Integration

In February/after grant
Ed Net (Distance Education) - Transition and Collaborating with Families

Project Components Being Continued / Contact Person / Agency:

Training and Education /(No contact information provided) / Family Tips, County DD program, County Arc, Oregon Department of Education

Project Products:

Journal Articles/Monographs -
Parent advocacy network.
Families in transition: A qualitative study of parents' perspectives of the move from school to adult life for their children with severe handicaps.
Generations of hope: Parental perspectives on the transitions of their severely retarded children from school to adult life.
"Contributions" and Individuals with Disabilities.
Recipe for change: A brief history of the Parents' Graduation Alliance.
"GUIDES: Aid transition for severely handicapped students."

Brochures -
Fact Sheets (6 different titles)
Information on PGA Team Organization and Activities

Parent Handbook -
Parent Primer: Secondary programs for students with severe disabilities.

Replication Manuals -
Resource Guide
Strategies Guide
Job Guide
Supported Living Guide

Training Manual -
Effective transition from school to work and adult services: A procedural handbook for parents and teachers.

Video Tape -
Supported living: New community options.

SUBURBAN DROPOUT PREVENTION

Project Title:
Suburban Dropout Prevention

Competition #: 84.158R

Contact Person: Gene Edgar

Transition Institute #: 208

Mailing Address:
EEU, WJ-10
University of Washington
Seattle, WA 98195

Project End Date: 9/92

Telephone#: 206-543-4011

Current Focus of Project Continuation Activities:

Data Analysis and report writing

Project Components Being Continued / Contact Person / Agency:

1. Data Analysis / Gene Edgar / University of Washington
2. Report writing / Gene Edgar / University of Washington

Project Products:

Other - Reflection of Case Managers

AN EXPERT INDIVIDUAL TRANSITION PLANNING SYSTEM AND MODEL TO PROMOTE PROGRESSIVE EMPLOYMENT FOR YOUTH WITH MODERATE AND SEVERE DISABILITIES

Project Title:
An Expert Individual Transition Planning System And Model To Promote Progressive Employment For Youth With Moderate And Severe Disabilities

Competition #: 84.158N

Contact Person: Joseph J. Stowitschek

Transition Institute #: 238

Mailing Address:
Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195

Project End Date: 9/30/92

Telephone#: 206-543-4011

Current Focus of Project Continuation Activities:

1. Transition planning for new students entering the model high schools
2. Supported Employment for 5 additional students, paid work experiences for 10 additional students
3. Expansion of use of the Transition Plan Generator (Macintosh) in a major urban school district (Tacoma)
4. Workshop series in Supported Employment
5. Dissemination of the Expert Transition System Project Training Guides to school districts

Project Components Being Continued / Contact Person / Agency:

1. Computer guided Transition Planning / Joseph J. Stowitschek, Jennifer Davis, Kris Herschmann / Experimental Education Unit, Highline School District, Tacoma School District
2. Early Supported Employment / Jennifer Davis, Cindy Curran / Highline School District, Tacoma School District
3. Curriculum Reformulation / Jennifer Davis / Highline School District

Project Products:

Information not available.

THIRTEENTH YEAR VTI CAREER SUCCESS PROGRAM

Project Title:
Thirteenth Year VTI Career Success Program

Competition #: 84.158N

Contact Person: John Emerson

Transition Institute #: 239

Mailing Address:
Washington Research Institute
180 Nickerson St., Suite 103
Seattle, WA 98109

Project End Date: 10/31/92

Telephone#: 206-285-9317

Current Focus of Project Continuation Activities:

All official project activities ceased as of January 1993. However, the Lake Washington Technical College and the Lake Washington School District continue to provide special education services using various components of the project developed model. Because the VTI became a technical college during the project's final year, the model program had to be altered greatly. The final 1992-93 project activity was the final round of follow-up contacts for two of the three cohorts of project students.

Project Components Being Continued / Contact Person / Agency:

1. Agency coordination / Becky Anderson / Lake Washington School District and Division of Vocational Rehabilitation
2. Transition planning / Becky Anderson / Lake Washington School District
3. Referral / Becky Anderson / Lake Washington School District, Lake Washington Technical College
4. Student support / Becky Anderson / Lake Washington School District, Lake Washington Technical College

Project Products:

Brochure - Professional Program Description
Project Developed Instruments - Recreation Assessment
Other - Project findings - data summary
Other - Vocational Assessment Procedures
Other - Instruction Survey
Brochure - Student Brochure
Curricula - Job Search Curricula

TI # _____

TRANSITION RESEARCH INSTITUTE AT ILLINOIS
PROJECT CHARACTERISTICS QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING INFORMATION FOR INCLUSION IN THE COMPENDIUM OF PROJECT PROFILES 1993.

I. PROJECT DEMOGRAPHICS

Project Title: ____________________

Institution: ____________________

Project Director: ____________________

Project Coordinator: ____________________

Contact Person: ____________________

Mailing Address: ____________________

____

____
City State Zip

FAX #: __________ E-Mail: __________

Telephone: __________ OSERS Competition No. (e.g.,84.078C): __________

Grant Number: __________ Special Net User ID: __________

Project Begin Date: __________ Project Termination Date: __________

Key Person	% Time	Key Person	% Time

Fiscal Year Data:

Year	Requested	Recommended	Actual

Project Officer: ____________________

II. AGENCY DESCRIPTION

INDICATE WHICH AGENCY IS THE PRIMARY GRANTEE (CIRCLE ONE).

INDICATE ANY COOPERATING AGENCIES/GROUPS INVOLVED IN YOUR PROJECT (CIRCLE ALL THAT APPLY).

AGENCIES/GROUPS	Primary Grantee Circle One	Cooperating Agencies Circle all that apply
A. Association, Professional Organization	1	2
B. College or University		
1. Four Year Institution	1	2
2. Community or Two Year	1	2
3. Historically Black	1	2
4. University Affiliated Program	1	2
C. Consumer/Advocacy Organization	1	2
D. Education Agency		
1. Intermediate Education Agency	1	2
2. Local Education Agency	1	2
3. State Education Agency	1	2
4. Tribal Education	1	2
E. For Profit, Proprietary Organization	1	2
F. Health Agency		
1. Hospital	1	2
2. Regional or Local Health Agency	1	2
3. State Health Agency	1	2
4. University Medical Center	1	2
G. Mental Health/Developmental Disabilities Agency	1	2
H. Other Public Agency	1	2
I. Private, Non-Profit Service Agency	1	2
J. Research Organization (Private)	1	2
K. Rehabilitation Agency	1	2
L. Residential Facility		
1. Education Facility	1	2
2. Nursing Home	1	2
3. Independent Living Center	1	2
4. Rehabilitation Facility	1	2
M. Other Organization	1	2

III. GEOGRAPHIC AREA SERVED

PLEASE INDICATE THE GEOGRAPHIC AREA THAT MOST CLOSELY DEFINES THE SCOPE OF YOUR PROJECT.

AREAS	CIRCLE ONE
A. Island	1
B. Remote	2
C. Rural (2,500 - 10,000)	3
D. Suburban (10,000 - 50,000)	4
E. Urban (50,000 - 100,000)	5
F. City (100,000+)	6
G. A county	7
H. A region within a state (i.e., more than one county)	8
I. A state	9
J. A region of the nation (i.e., more than one state)	10
K. National	11

IV. ACCESS TO PUBLIC TRANSPORTATION

DO THE MAJORITY OF THE GEOGRPAHIC AREAS SERVED BY YOUR PROJECT HAVE PUBLIC TRANSPORTATION? PLEASE CIRCLE ONE: YES NO

V. PROJECT ABSTRACTS

PLEASE USE THE FOLLOWING FORMAT TO DESCRIBE THE ABSTRACT FOR YOUR PROJECT.

Purpose or Intent: Write a short statement describing the purpose of your project.

Expected Outcomes: Describe the expected outcomes of the project. Expected outcomes might relate to employment, social integration, independent living, quality of life, interagency coordination, and so forth.

Approach: Describe the major project activities that lead to your expected outcomes.

VI. BARRIERS TO PROJECT'S SUCCESS

IDENTIFY BARRIERS TO PROJECT SUCCESS ENCOUNTERED DURING 1992-93 AND DESCRIBE HOW YOU HAVE DEALT WITH THEM.

EXAMPLE: A. Inadequate curriculum A. Developed own curriculum

BARRIERS	REMEDIATION STRATEGIES
1. ____	1. ____
2. ____	2. ____
3. ____	3. ____
4. ____	4. ____
5. ____	5. ____

VII. PROJECT PARTICIPANTS

A. NUMBER OF YOUTHS BY SEX WITH DISABILITIES RECEIVING DIRECT SERVICE(S) FROM YOUR PROJECT DURING THE CURRENT YEAR: MALE ________ FEMALE ________.

B. INDICATE THE NUMBER OF TARGET POPULATION: (Please check all that apply.)

POPULATIONS SERVED
1. American Indian/ Native American
2. Asian
3. Black
4. Hispanic
5. Pacific/ Native Hawaiian
6. White
7. Mix of groups (e.g., Black and Hispanic)
8. Other

LEVEL OF SEVERITY
1. Mild
2. Moderate
3. Severe/Profound
4. Not specified
5. Not Relevant

Please read the following list of disabilities before answering. Choose the categories that most closely describe the population served by your project during the ENTIRE funding period. Indicate the number of individuals served and the age range [INF (up to 2), PRE (3-5), ELE (6-11), SEC (12-17), POS (18-Adult), All age, Not specified] for each category. For individuals having more than one disability, indicate either the primary condition or multiple handicap. Please **do not** include any individual in more than one category.

DISABILITIES	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
At-Risk Infants/Toddlers	---------------	-------
Biological		
Environmental		
Autistic		
Behavioral Disorders		
Blind		
Chronic Mental Illness		
Deaf		
Deaf-Blind		
Developmentally Delayed		
Dropouts		

VII. PROJECT PARTICIPANTS (cont'd)

DISABILITIES	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Economically Disadvantaged		
Hard of Hearing - Hearing Impaired		
Learning Disabled		
Mentally Retarded		
Multi-Handicapped		
Orthopedic Disability	---------------	-------
Cerebral Palsy		
Spina Bifida		
Spinal Cord Injury		
Other Health Impaired	---------------	-------
AIDS or AIDS Complex		
Cancer		
Epilepsy		
Inner Cranial Hemorrhage		
Low Birth Weight		
Medically Fragile		
Substance Abuse Withdrawal		
Technology Dependent		
Traumatic Head Injury (Including TBI)		
Physical Disability		
Seriously Emotionally Disturbed		
Speech/Language Impaired	--------------	-------
Articulation Disorder		

VII. PROJECT PARTICIPANTS (cont'd)

DISABILITIES	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Cleft Palate		
Language Disorder		
Visual Impairment		
Several Disabilities Addressed in One Project		
Not Specified		

VIII. RELATED SERVICE/TRAINING FOR TARGETED AUDIENCES

INDICATE THE NUMBER OF INDIVIDUALS RECEIVING DIRECT TRAINING THROUGH PROJECT ACTIVITIES (e.g., INSERVICE TRAINING. WORKSHOPS)

GROUPS	NUMBER
A. Child/Individual with Special Needs	
B. Families	
C. Parents	------
1. Abusive	
2. Adolescent	
3. Disabled	
4. Limited English Proficiency	
5. Migrant	
6. Single	
7. Substance Abusing	
8. Surrogate	
D. Personnel	------
1. Adult Service Providers	
2. Caregivers	
3. Case Managers	
4. Education Personnel	
5. Employers	
6. Head Start Personnel	
7. Health Professionals	
8. Home Visitors	
9. Job Coaches	
10. Medical Personnel	

VIII. RELATED SERVICE/TRAINING TARGET (cont'd)

GROUPS	NUMBER
11. Paraprofessionals	
12. Peer/Co-workers	
13. Recreation Personnel	
14. Rehabilitation Personnel	
15. Related Services Personnel	
16. Special Education Personnel	
17. Vocational Educators	
E. Service Delivery System	------
1. Community Health	
2. Community Mental Health	
3. Community Recreation	
4. Community Social Services	
5. Interagency Coordinating Council	
6. Local Education	
7. State Development Disabilities	
8. State Education	
9. State Health	
10. State Human	
11. State Mental Health	
12. State Rehabilitation	
13. Other Service Delivery System	

IX. CONTENT AREA

PLEASE MARK ALL THAT APPLY TO THE CONTENT AREA OF YOUR PROJECT.

AREA	CHECK ALL THAT APPLY
Accessibility	
Arts	
Assessment	------
Adaptive Behavior Assessment	
Auditory Assessment	
Cognitive Assessment	
Family Assessment	
Language Assessment	
Motor Assessment	
Needs Assessment	
Social Assessment	
Vision Assessment	
Vocational/Career Assessment	
Attitudes	------
Attitudes Toward School	
Community/Public Attitudes	
Parent/Caregiver Attitudes	
Peer Attitudes	
Self-attitudes/Self-concept	
Sibling Attitudes	
Teacher/Service Provider Attitudes	
Captioning	------
Caption Characteristics	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Captioned Film	
Captioned Television	
Career Opportunities (post-secondary)	------
Internships	
Mentoring	
Orientation	
Placement	
Planning	
Case Management	
Child-Caregiver Interaction	
Child Identification/Screening	
Clinical Skills	
Collaboration/Coordination	------
Interagency Agreements	
Interagency Coordination	
Linkage Development	
Outreach	
Referral	
Cultural Diversity	
Curriculum	
Descriptive Video	
Dissemination	
Early Childhood Transitions	
Eligibility	
Extended School Year	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Family/Friend Network	
Finance	------
Costs	
State Funding Formula	
Funding Sources	
Follow-up/Tracking	
Functional Self-help Skills	
Generalization	
Independent/Community Living Skills	
Individualized Education Plan	
Individualized Family Service Plan	
Individualized Transition Plan	
Information Resources/Central Directory	
Inservice Training Strategies	
Instructional Approach or Strategy	
Job/Employment Preparation	------
Job Club	
Job Coach	
Job Development	
Job Employment Counseling	
Job Modification	
Job Placement	
Job Training	
Vocational/Career Education	
Work Experience	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Language Development Skills	
Learning to Learn Skills Strategies	
Literacy Skills	
Literature Reviews/Syntheses	
Least Restrictive Environment (Mainstreaming, integration)	
Mobility/Motor Skills	
Nonvocal Communication	
Parent/Family	------
Family-centered Services	
Parent as Teacher	
Parent Involvement	
Parent Training Strategies	
Personnel	------
Certification/Competencies	
Recruitment/Retention	
Physical Education	
Policy Development/Analysis	
Preservice Training Strategies	
Procedural Safeguards	
Pupil Outcomes	
Recreation and Leisure	
Related Services	
Audiology	
Counseling	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Early Identification, Screening & Assessment	
Family Training/Counseling	
Health Services	
Medical	
Occupational Therapy	
Physical Therapy	
Psychological Services	
Speech Pathology	
Transportation	
Respite Care	
School/Service System Organization	
Screening/Identification	
Secondary Transition	
Self-Determination Skills	------
Assertiveness	
Creativity	
Decision-making, Goal Setting	
Role Models	
Self-advocacy	
Self-concept/Self-esteem	
Understanding Rights/Responsibilities	
Social Development Skills	
Substance Abuse	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Support Services	------
Administrative Support	
Co-worker Support	
Mentor	
Support Group/Network	
Teacher Training Methods	
Technical Assistance/Consultation	
Technology	------
Assistive-Augmentive	
Computer Assisted Instruction	
Computer/Student Interface	
Decoder	
Software	
Training/Awareness	------
Accommodating Disabilities	
Inservice Strategies	
Teacher Training Methods	

X. SETTINGS

PLEASE MARK ALL THAT APPLY TO THE SETTINGS OF YOUR PROJECT.

SETTINGS	CHECK ALL THAT APPLY
Adult Services	
Clinic	------
Medical Services	
Related Services	
Community	------
Community Based Training Site	
Independent Living Facility	
Day Care Setting	------
Day Care Center	
Employer Sponsored Day Care	
Family Day Care	
Experimental or Research	
Home Based Early Intervention/Preschool Services	------
Itinerant Direct Services	
Parent Training	
Homebound Instruction	
Hospital Setting	------
NICU	
PICU	
Other Hospital Setting	
Postsecondary Institution	------
Four Year College or University	
Trade School/Proprietary Institution	

X. SETTINGS (cont'd)

SETTINGS	CHECK ALL THAT APPLY
Two Year College	
Preschool Program	------
Cooperative	
Head Start	
Privately Funded Preschool	
Publicly Funded Preschool	
University Affiliated Program	
Private Day School	
Program Operated by Other Public Agency	
Regular Education Class	
Residential School or Facility	
Resource Room	
Self-contained Class in Regular School	
Special Day School	
Waiting List/No Services	
Workplace	------
Competitive Employment	
Sheltered Employment	
Supported Employment	
Vocational Training Site	
Other Setting	
Setting Not Relevant	

XI. EVALUATION APPROACH

PLEASE INDICATE THE TYPE OF EVALUATION APPROACH(ES) USED. CHECK ONLY PRIMARY APPROACHES THAT ARE BEING USED.

☐ A. SYSTEM ANALYSIS
An approach that gathers information on planning, monitoring, impact, and costs of a program. Examples of evaluation models under this approach include control group, cost effectiveness, quasi experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experimental design, time series, frequency counts.

☐ B. GOAL BASED
An approach that incorporates the use of goals and a set of objectives to achieve a specific outcome. Examples of goal-based models include Discrepancy Evaluation Model (DEM), Goal Attainment Scaling, Management by Objectives.

☐ C. GOAL FREE
An approach that ascertains all program outcomes, not just the ones intended by the program personnel. Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

☐ D. DECISION MAKING
An approach concerned with the criterion of utility: Which information will be most useful? This approach underscores evaluation as a practical activity. Examples of decision-making models include CIPP (Context, Inputs, Process, Products) Concerns-Based Adoption Model (CBAM).

☐ E. CONNOISSEURSHIP
An approach that employs a single expert as the judge of program quality. Examples of connoisseurship models include art criticism, file review.

☐ F. PROFESSIONAL REVIEW
An approach that employs members of a profession to judge the activities of their peers. It can include both internal and external professional review systems. One example of professional review is advisory board review.

☐ G. QUASI LEGAL
An approach that incorporates the procedures and authority of law. Examples of quasi legal approaches include blue ribbon panels, most types of public hearings, mock trials, and judicial (adversarial) evaluation.

☐ H. CASE STUDY
A narrative account of the actors and actions associated with the day to day running of a program. Emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success. Examples of case study strategies include journalistic accounts and ethnographies.

☐ I. OTHER
(Please specify type) ____
____
____

XII. TYPE OF EVALUATION DATA/INFORMATION COLLECTED

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

STUDENTS/CLIENTS	Yes	No
A. Intake/referral information (e.g., referral agent, number referred, method)	1	2
B. Type or extent of services rendered (e.g., contact hours, attendance counts, history of agency contacts)	1	2
C. Demographics (e.g., age, race, sex)	1	2
D. Educational background (e.g., school attendance, GPA, credits/degrees earned)	1	2
E. Assessment results (e.g., behavioral, vocational, academic, psychological, medical)	1	2
F. Progress in educational program (e.g., objectives completed, grades, credits earned, level of support services)	1	2
G. Prior work experience (e.g., job types, hours worked, wages, reason for leaving)	1	2
H. Progress in employment training programs (e.g., situational assessments, competency levels attained, placement, work behavior)	1	2
I. Degree of integration (e.g., contact with nonhandicapped peers, use of community services, co-worker involvement)	1	2
J. Postsecondary outcomes (e.g., completion of program, achievement scores, college enrollment, degrees earned)	1	2
K. Employment outcomes (e.g., length of employment, wages, advancement, type of employment)	1	2
L. Residential outcomes (e.g., type of residence, degree of supervision, acquisition/maintenance of daily living skills)	1	2
M. Student/client satisfaction with services/outcomes obtained	1	2
N. Satisfaction of significant others with student/client progress or status	1	2
O. Other student/client data collected (specify) ______________________________		

XII. TYPE OF EVALUATION DATA/INFORMATION COLLECTED (cont'd)

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

EMPLOYERS	Yes	No
A. Characteristics/demographics (e.g., type of business, number of employees, on-the-job training)	1	2
B. Degree of collaboration between project and employers (e.g., financial incentives, wage reimbursement, cooperative training)	1	2
C. Amount of direct service to employer (e.g., training of supervisors, employer contacts, job coach hours)	1	2
D. Employer satisfaction with project activities	1	2
E. Project impact on employers (e.g., post placement hires, attitude/acceptance level, integration, advocacy)	1	2
F. Other employer data collected (specify) ______________________		

POSTSECONDARY EDUCATION/TRAINING PROVIDERS	Yes	No
A. Characteristics/demographics (e.g., type of training/agency, support services provided, accessibility)	1	2
B. Degree of collaboration between project and providers (e.g., teacher training, support services, financial incentives)	1	2
C. Amount of direct service to provider (e.g., inservice training, devising adaptive equipment, assessment)	1	2
D. Provider satisfaction with project activities	1	2
E. Project impact on providers (e.g., personnel hired, specialized programs developed, recruitment of students with handicaps)	1	2
F. Other postsecondary provider data collected (specify) ______________________		

XIII. INSTRUMENTATION

PLEASE INDICATE THE NAME(S) OF THE INSTRUMENT(S) USED BY YOUR PROJECT TO ASSESS SPECIFIC COMPETENCY AREAS. SPECIFY TITLE.

COMMERCIALLY AVAILABLE INSTRUMENTS USED BY PROJECT	
COMPETENCY ASSESSED	NAME OF INSTRUMENT
General Ability/Intelligence (e.g., WAIS-R, WISC-R)	
Special Aptitude (e.g., Bennett Mechanical Comprehension, Crawford Small Parts Dexterity)	
Vocational Skills (e.g., Vocational Assessment and Curriculum Guide, VALPAR)	
Language (e.g., Peabody Picture Vocabulary Test, Test of Written Language)	
Adaptive Behavior/Survival Skills (e.g., Vineland Adaptive Behavior Scales, Street Survival Skills Questionnaire)	
Social Skills (e.g., Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation-Behavior	
Career Interest (e.g., Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
Daily Living Skills (e.g., Coping Master Scales, Leisure Time Activities Scale)	
Dexterity/Manual Skills (e.g., Purdue Pegboard, Bender Gestalt)	
Personality (e.g., Piers Harris Self Concept, 16 Personality Factor Questionnaire)	
Academic Achievement (e.g., Wide Range Achievement Test, Peabody Individual Achievement Test)	
Other (e.g., Functional Assessment Inventory Lifestyle Satisfaction Scale	

XIII. INSTRUMENTATION (cont'd)

IDENTIFY LOCALLY-DEVELOPED OR PROJECT-DEVELOPED ASSESSMENT INSTRUMENTS AND/OR EVALUATION ITEMS. SPECIFY TITLE AND/OR USE.

LOCALLY/PROJECT-DEVELOPED INSTRUMENTS	
TYPE	NAME AND/OR USE OF INSTRUMENT
Observation Forms (e.g., Daily Living Skills Observation Form, Work Behavior Observation Form)	
Checklists (e.g., Independent Living Skills Checklist, Learning Disability Behavior Checklist	
Rating Scale (e.g., Employer Satisfaction Rating Scale, Conference Evaluation Rating Scale	
Interview (e.g., Intake Interview, Teacher Interview)	
Survey (e.g., Needs Assessment Survey, Parent Survey	
Questionnaire (e.g., Process Evaluation Questionnaire, Intellectual Achievement Response Questionnaire	
Other (e.g., High School Referral Form, Employer Contact Long)	

XIV. EVALUATION PERSONNEL

INDICATE THE PERSONNEL INVOLVED IN EVALUATION ACTIVITIES.

ARE THESE STAFF INVOLVED IN EVALUATION?	YES	NO
	Circle all that apply.	
A. Project Director	1	2
B. Project Coordinator	1	2
C. Project Staff	1	2
D. Advisory Board	1	2
E. Third-Party Evaluator (outside agency)	1	2
F. Staff Evaluator (internal agency)	1	2
G. Other (specify) ____________________		

XV. EVALUATION REPORTING

INDICATE, BY CHECKING THE APPROPRIATE CELL IN THE MATRIX BELOW, THE TYPE OF EVALUATION REPORT FORMAT FOR YOUR INTENDED AUDIENCE. CHECK ALL THAT APPLY.

AUDIENCE/USERS \ EVALUATION REPORT FORMATS	Technical Report	Executive Summary	Technical Professional Paper	Popular Article	News Release, Press Conference	Public Meeting Professional Conference	Media (Radio or TV)	Staff Workshop	Brochure, Poster	Memo/Personal Discussions	Video Presentation
Funding Agencies											
Program Administrators											
Board Members, Trustrees, other Management Staff											
Advisory Committees											
Political Bodies (State Departments, Legislatures)											
Community Groups/Agencies											
Current Clients											
Potential Clients											
Program Service Providers (Teachers, Counselors, etc.)											
Organizations Interested in Program Content											
Media											
Other ______________________											

XVI. PROJECT PRODUCTS

INDICATE WHETHER THE FOLLOWING PRODUCTS WILL BE PRODUCED BY YOUR PROJECT. CIRCLE ALL THAT APPLY. FOR EACH OF THE PRODUCTS CONFIRMED, INDICATE THE DATE THEY WILL BE AVAILABLE.

PRODUCTS	YES	NO	Date Available (mo/yr)
	Circle all that apply.		
A. Brochure	1	2	
B. Newletter	1	2	
C. Parent Handbook	1	2	
D. Student Handbook	1	2	
E. Training Manual	1	2	
F. Project Developed Instruments	1	2	
G. Slide Presentation	1	2	
H. Video Tape	1	2	
I. Curricula	1	2	
J. Journal Articles	1	2	
K. Replication Manual	1	2	

L. Other (specify) ______________________________

____

TRANSITION RESEARCH INSTITUTE AT ILLINOIS
EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information on your expired transition project for inclusion in the Compendium of Project Profiles 1993.

I. IDENTIFYING INFORMATION

Project Title: ____

Contact Person: ____

Mail Address: ____

____

____
City State Zip

Telephone: ( ) ____________________

TI #: ____________________

Competition #: ____________________

Date Federal Funding Expired: ____________________

Expiration Date of "No Cost Extension" (if applicable): ____________________

II. CURRENT FOCUS OF PROJECT CONTINUATION ACTIVITIES (1992-93).

What activities are projected for this year? For example: during 1992-93 (1) implementation of peer tutoring program with 20 new students; (2) increase inservice training for postsecondary faculty members; (3) disseminate training manuals to job coach training programs.

III. PROJECT COMPONENTS BEING CONTINUED

Please list the components of your model program that are being continued by referencing the examples given below. If the following list does not contain a reference to one of your components, please identify the component(s) in your own words. For each continuing component indicate (1) the agency through which the component is being administered (see list of possible agencies); and (2) the contact person at the specific agency.

FREQUENTLY IDENTIFIED PROGRAM COMPONENTS: Intake/eligibility determination, assessment, referral, placement, follow-up, training, education, counseling, program refinement/revision, dissemination, replication, agency coordination, manpower training, research.

POSSIBLE ADMINISTERING AGENCIES: Public secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential facility, private non-profit agency, profit making agency, research institute, city/county government, state agency (e.g., V.R., DD, SEA), federal agency (e.g., OSERS, DOL, ADD).

Program Components	Administering Agency	Agency Contact Person Address and Phone No.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

IV. PROJECT PRODUCTS

Indicate project products currently available for dissemination. If a product is not directly available from your project but is being distributed through a publisher or clearinghouse, please indicate ordering information. If a descriptive product list is available, please attach it.

Product Codes

B - Brochure
N - Newsletter
PH - Parent Handbook
SH - Student Handbook
TM - Training Manual
I - Project Developed Instruments

S - Slide Presentation
V - Video Tape
C - Curricula
A - Journal Articles/Monographs
RM - Replication Manual
O - Other

Code	Descriptive Title	Price	Order From

TRANSITION RESEARCH INSTITUTE
UNIVERSITY OF ILLINOIS
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

Ben Wallace
Transition Research Institute
University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

INDEXES

The following indexes serve as keys to specific characteristics of the Transition Projects: Disabilities, Location, Key Project Personnel, and Titles of Current and Expired Projects.

Identification numbers represent page numbers.

DISABILITIES

Articulation Disorder - 56, 181, 205, 253, 286, 291

Autism - 69, 165, 176, 183, 201, 208, 291, 296, 301, 306, 314

Cancer - 60

Cerebral Palsy - 56, 60, 65, 69, 75, 108, 110, 119, 123, 144, 157, 165, 176, 189, 201, 208, 214, 241, 243, 253, 255, 259, 286, 288, 308, 310, 316

Communication Disorder - 69, 88

Coordination Impairment - 205

Deaf-Blindness - 214, 276, 286

Deafness - 56, 123, 144, 181, 183, 199, 201, 205, 208, 253, 255, 276, 286, 316

Developmentally Delayed- 69, 110, 119, 159, 163, 165, 201, 205, 239, 259, 291, 312

Dropouts - 69, 110, 308

Economically Disadvantaged - 69, 88, 165, 187, 259, 276, 308

Epilepsy - 56, 60, 110, 123, 144, 157, 181, 253, 308

Hearing Impairment - 56, 69, 110, 123, 144, 157, 165, 183, 189, 199, 208, 214, 241, 253, 255, 276, 283, 286, 288, 308, 310

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Mental Retardation - 69, 85, 88, 119, 123, 150, 163, 165, 176, 179, 191, 201, 208, 237, 239, 243, 253, 259, 288, 291, 301, 306, 308, 314

Multiple Disabilities - 88, 115, 121, 123, 144, 148, 150, 179, 189, 201, 214, 276, 306, 314

Not specified - 298

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